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NATIONAL
DEFENSE
UNIVERSITY
1984 - 1985

CATALOGUE



FORT LESLEY J. McNAIR
WASHINGTON, D.C.

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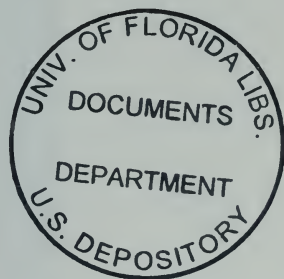
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National Defense University 1984-1985 Catalogue



Fort Lesley J. McNair
Washington, D.C.



THE PRESIDENT'S MESSAGE

The National Defense University is committed to challenging each of its colleges and institutes to pursue its own mission while drawing upon the strength and diversity provided by the University concept.

During this academic year our continuing highest priority is to provide the finest in joint professional military education. This includes, first and foremost, firm dedication to excellence in preparing military officers and civilian executives from throughout the Federal Government to assume key roles as senior leaders in their respective organizations. In discharging that responsibility we will emphasize:

- Our national interests
- Understanding national security policy and process
- International relations
- Domestic and foreign issues which impact national security

- Defense preparedness
- National force development
- Readiness and mobilization.

This year we will focus especially on our second major mission, research and study on the cogent issues of national and international security affairs by our staff, faculty, and students in response to the critical needs of the defense establishment.

At the same time we will maintain a robust, active University dialogue with other organizations who share our concern with higher education, public policy research, and Government operations.

This year, executive skills development will also receive special emphasis through a major curricular focus on ethical imperatives in Government service, organizational behavior, effective decisionmaking, and inspirational leadership.

At the same time, we will work toward a better understanding by students of the development and execution of defense plans and programs in a joint service environment.

A major study of the University organizational structure during the last school year will result in better execution of these initiatives. The study was conducted because over the years the University mission and scope has outgrown the original concept which dictated NDU physical facilities and organizational framework. The current organization responds to the study and reflects significant changes to reshape and hone the University structure and make it more responsive to those it serves.

One significant realignment was the consolidation of all existing research activities under one organization. A newly chartered Institute for National Strategic Studies now combines student research capabilities with those of the Strategic Concepts Development Center, Mobilization Concepts Development Center, and Research and Publication Directorate—three units which previously reported separately to the President, NDU. By combining all of the University's extensive research capability and expertise under one organization, we will be able to meet the continuing research needs of the many civilian and military agencies within the defense community who frequently request and use our research products.

A Director of Academic Affairs has been named to oversee the development of the University's portion of the colleges' core curriculum and provide for faculty enhancement programs. The Executive Development Office, Extension Programs Directorate, and the newly designated Academic Plans and Policy Office now function under this new director.

Similarly, a much-needed Chief of Staff position was established to focus various support functions such as resources, library, comptroller, war gaming, and public affairs under one senior military officer who reports directly to the President on those matters, and manages them in executing the University's mission.

During the past year, another important milestone in the evolution of the University's mission was reached when NDU received formal Joint Chiefs of Staff approval of the Capstone course, an annual 8-week professional military education course designed specifically to present joint and combined perspectives to newly selected general and flag officers. Capstone, utilizing a faculty of retired four-star generals and admirals, is now an important and permanent part of the NDU program.

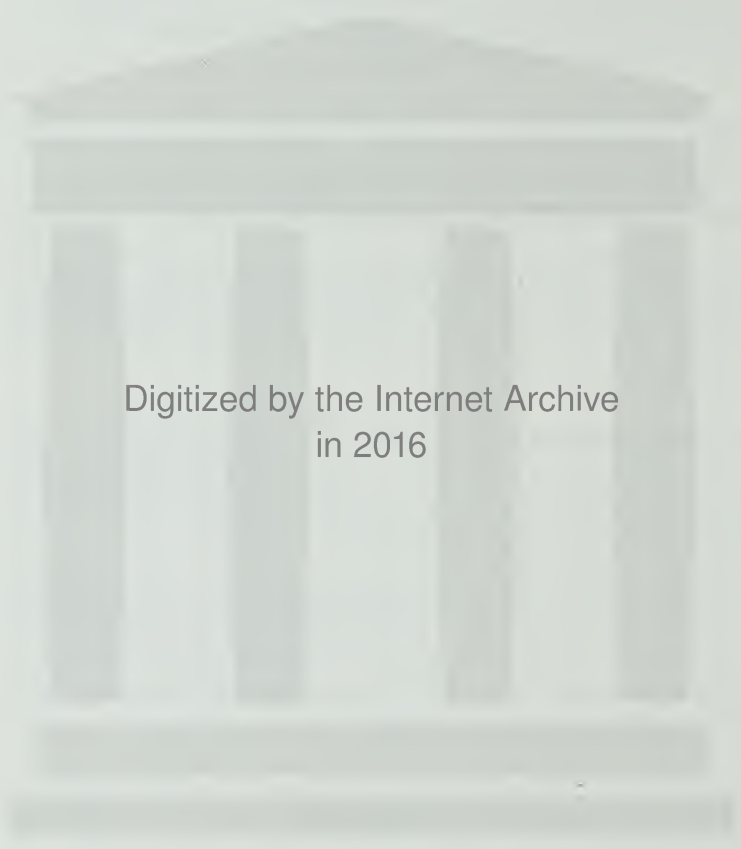
We firmly believe that the new University structure and program will become an even more valuable asset to the national security community, and provide better educational opportunities for current and future students.

I welcome each of you to the National Defense University, and reaffirm our commitment to make your education here a meaningful, enlightening experience which will prepare you to meet the challenges of high positions of responsibility within our Nation's government.

Sincerely,

A handwritten signature in dark ink, reading "Richard D. Lawrence". The signature is fluid and cursive, with a large, stylized initial "R".

RICHARD D. LAWRENCE
Lieutenant General, U.S. Army
President



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PART I
AN
INTRODUCTION
TO THE
NATIONAL
DEFENSE
UNIVERSITY

7.

MISSION

The mission of the National Defense University is to ensure excellence in professional military education and research in the essential elements of national security.

Specifically, the National Defense University is tasked to:

- Prepare selected commissioned officers and civilian officials from the Department of Defense, Department of State, and other agencies of Government for command, management, and staff responsibilities in a multinational, intergovernmental, or joint national security setting. The curricula of the two senior colleges emphasize national security policy formulation, military strategy development, mobilization, management of resources for national security, and planning for joint and combined operations. The Armed Forces Staff College curriculum is designed to prepare midcareer officers for joint and combined staff duty. In addition to mission-specific education the colleges emphasize developing executive skills and improving competencies.
- Ensure continuing excellence in professional military education in the field of national security by providing a range of short programs, including correspondence courses, focusing on joint matters for study by selected commissioned officers and government officials from all Services, selected agencies of the U.S. Government, and friendly nations.
- Promote excellence in information resources management (IRM) education for executive users of information systems at senior and intermediate levels.
- Provide through two research centers and the War Gaming and Simulation Center a resource of expertise for the benefit of the Secretary of Defense, the Joint Chiefs of Staff, the component colleges of the National Defense University, and other Federal departments and agencies involved in national security.
- Conduct short-range and long-range studies of national security policy, military strategy, the allocation and management of resources for national security, and civil-military affairs. Associated research is centered on

college missions and is relevant to JCS and OSD study requirements. A major goal of University research is to create a national repository of expertise on mobilization, military strategy, and joint/combined operations subjects.

- Promote understanding and teamwork among the Armed Forces and between them and those agencies of the Government and industry that contribute to national security.

ORGANIZATION

The President of the University is a lieutenant general or vice admiral chosen on a rotating basis from one of the military departments; the Vice President is a senior Foreign Service Officer appointed by the Department of State. A Chief of Staff and Director of Academic Affairs report directly to the President and provide academic and logistical support to the University and colleges. The directors of the Institute for National Strategic Studies, Department of Defense Computer Institute, and Institute for Higher Defense Studies also report directly to the President.

The President's staff includes professionals with a combination of educational and military experience that enables them to assess ongoing academic programs, to interact with key Joint Chiefs of Staff and Department of Defense officials, to maintain liaison with the Service headquarters and other government agencies' staffs, and to work closely with civilian academic institutions.

The college commandants report directly to the University President, who provides them with policy guidance and direction. The commandants have principal responsibility for curriculum development, student activities, faculty management, and other matters of internal administration. College organization is more fully described in later sections.

The college faculties represent a wide range of disciplines and combine the diversified experience and technical expertise of the military profession with the disciplinary training and specialization of civilian education. More than half of the faculty members are military officers, divided

almost equally among the Services. Their credentials reflect specialties relevant to the curricula of the colleges and they have outstanding records and requisite graduate education. The military faculty represents considerable military service in both operational and staff assignments. Some civilian faculty members are senior officials on loan from parent agencies, such as the State Department and U.S. Information Agency. Others are eminently qualified professors recruited from the academic community. Together they represent a rich and varied experience which reflects a distinguished background in the Nation's service and outstanding academic credentials.



*Lowell Bruce Laingen
Ambassador, Department of State
Vice President, National Defense University*



President Theodore Roosevelt delivering the address at the laying of the cornerstone of the building which now bears his name

HISTORY

For most of our national lifetime, American scholarship in the profession of arms matured in each of our military forces more or less independently. Requirements for advanced studies for leaders of the Nation's land, sea, and air defense were met as they arose, and with distinction, by postgraduate colleges set up by and for the respective Services.

But twentieth-century technology's acceleration has imposed a growing need for interdependence: for closer ties among the Western allies, between America's own armed Services and the industrial plant that arms them, and particularly among our military centers of higher learning and research.

This prompted the Joint Chiefs of Staff in 1976 to inaugurate the National Defense University (NDU), an historic pooling of our defense community's intellectual resources. At first made up of the National War College (NWC) and the Industrial College of the Armed Forces (ICAF), the University was joined in 1981 by the Armed Forces Staff College (AFSC), and a year later by the Department of Defense Computer Institute (DODCI). The NDU charter provides that a Foreign Service Officer of ambassadorial rank is Vice President of the University.

The colleges' support facilities were organized into four University directorates. Eliminating overlap therein freed resources, enabling the University to enroll more students without additional cost. The University has doubled its elective courses, upgraded its faculty's credentials, added an Executive Development Office, and expanded its research programs. As part of its expanding mission the University has also created three new research centers and the Institute of Higher Defense Studies.

The National War College brought to the union in 1976 more than three decades of experience in training Army and Navy officers to work closely together. The Industrial College contributed expertise in total national industrial and economic mobilization, and the Armed Forces Staff College brought 35 years of training officers of all Services for joint and combined staff duties.

The University's most venerable precursor, the Army War College, was founded in 1903. Although it had exchanged a few student officers with the Navy War College, founded in 1884, it was not until World War II that a true multi-Service institution emerged. This was the Army-Navy Staff College (ANSCOL), which began in 1943 to "train officers of the arms in . . . duties in unified and coordinated Army and Navy Commands." In 1946 came creation of the National War College, an ANSCOL institutional successor.

Then as now, NWC students pursued their year's work at Washington's Fort McNair in the splendid domed brick Theodore Roosevelt Hall, first occupied in 1907 by the Army War College and now designated a national historical landmark. Its neighbor to the northeast is Dwight D. Eisenhower Hall, home of the Industrial College.

World War I's lessons led to steps in 1920 to train military officers in the intricacies of industry's mobilization for modern war. After guidance from statesman-industrialist Bernard M. Baruch, the Army Industrial College opened its makeshift doors in 1924. Thereafter, its curriculum kept pace with technology's expansion and prepared the Nation's military-industrial partnership for the supreme tests of World War II.

Shortly after classwork that was suspended during the war was resumed in January 1946, the college became the Industrial College of the Armed Forces, with greater inter-Service focus. When the Industrial College moved from temporary quarters at Fort Lesley J. McNair to its new building there in 1960, the building was dedicated, on 6 September, by President Dwight D. Eisenhower, a graduate of the Class of 1933. Since that time, the college has added pioneering studies in emergency preparedness planning to its instruction in mobilization resource management.

Like the National War College, the Armed Forces Staff College also claims the Army-Navy Staff College as its predecessor. World War II demonstrated that mastery of joint and combined operations is a must of present-day warfare, and thus the Joint Chiefs of Staff established the Armed Forces Staff College on 24 June 1946 with this training mission. Under the Chief of Naval Operations, it set to work in its present location in Norfolk, Virginia, on 13 August of the same year.

Since then, the college has graduated two classes each year, with the staff, faculty, and students assigned by each Service to provide a joint atmosphere. With the construction of Normandy Hall in 1962, the college completed its transition from temporary to permanent institution and joined the National Defense University on 12 August 1981.



*President Gerald R. Ford dedicating National Defense University
18 January 1977*

THE PRESIDENT'S OFFICE

The President's Office, described more fully in the NDU organization section, is a small staff of professionals coordinating activities of the colleges, centers, institutes, and other elements of the University. In addition, the office maintains liaison with key government and educational officials and oversees such University functions as public affairs, health and fitness, and executive development.

OFFICE OF THE PRESIDENT

RICHARD D. LAWRENCE, Lieutenant General, U.S. Army, President NDU
B.S., U.S. Military Academy; M.S., University of Southern California; Ph.D., Ohio State University: Army Command and General Staff College; Army War College.

LOWELL BRUCE LAINGEN, Ambassador, Department of State; Vice President, NDU
B.A., St. Olaf College; M.A., University of Minnesota; graduate study, American and Georgetown Universities; National War College.

ALFRED E. BURKHARD, Captain, USA, Aide de Camp
B.S., U.S. Military Academy

PART II

MULTITASK

PERFORMERS

INSTITUTE OF HIGHER DEFENSE STUDIES

The Institute of Higher Defense Studies was established at the National Defense University in 1982 for the purpose of developing and implementing a professional military education program for general and flag officers of all Services. The Capstone course developed by the Institute provides selected general and flag officers the opportunity to enhance their understanding of the key elements influencing joint and combined operations. This intensive issue-centered eight-week course focuses on key aspects of the national security environment, the intelligence support structure, Service and joint doctrine, deployment and employment concepts, combat capabilities, and critical budgetary and acquisition issues with a direct impact on operational capability. The Capstone course is not a substitute for senior Service schools, but rather recognizes the unique continuing educational requirements of the general and flag officer corps beyond the war-college level.

The course attains its objectives through case studies, seminars, interviews, field trips, and budget and decision exercises. The latter exercises put course participants in decisionmaking situations similar to those faced by the most senior military commanders. A fundamental course aspect is direct interaction with United States and allied commanders-in-chief and with recently retired senior military decisionmakers. Rather than relying on the traditional techniques of instruction, the course intensively involves some of the Nation's most senior military and civilian experts and also draws upon the expertise of course members.

The Capstone course is conducted on the main campus of the National Defense University at Fort Lesley J. McNair and at various field locations where participants have the opportunity to assess at first hand the latest combat capability and to examine force employment issues from the perspective of unified and specified commanders.

The institute also conducts professional military education for selected senior foreign officers under the International Fellows Program. This program provides support, coordination, and supervision in day-to-day research projects as well as integration into the academic programs held at the colleges of the National Defense University.

STAFF AND FACULTY

ROBERT L. BUTTERFIELD, Colonel, USAF, Director
B.A., University of California at Los Angeles; M.S., Troy
State University; Army Command and General Staff College;
Air War College.

ALBERT C. WALDACK, Colonel, USA
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Command and General Staff College.

WOLFGANG W. E. SAMUEL, Colonel, USAF
B.S., University of Colorado; M.B.A., Arizona State
University; Fuehrungsakademie der Bundeswehr; National
War College.

THE DEPARTMENT OF DEFENSE COMPUTER INSTITUTE

The Department of Defense Computer Institute (DODCI), established by DOD Directive 5160.49 of 27 February 1964, is an element of the National Defense University and a leading educational institute responsible for teaching information resources management to senior military and civilian executives within the Department of Defense. In addition, as an element of the National Defense University, the institute supports the information resources management educational requirements of the University and its constituent colleges.

The mission of the Department of Defense Computer Institute is fivefold. It promotes excellence in information resources management (IRM) education for DOD senior and intermediate-level executives who oversee the planning, development, and operation of automated information systems (AIS) or who use AIS resources in support of their overall management responsibilities. It provides appropriate courses in various aspects of information resources management in response to Department of Defense needs, technological advances, new legislation, and IRM policy initiatives. It provides information resources management advisory services to Department of Defense AIS developers and users. It also provides appropriate courses in various aspects of information resources management and

quantitative methods in support of the educational mission of the National Defense University and its constituent colleges. And finally, it provides technical IRM assistance in support of the National Defense University mission and functions.

The Director, Department of Defense Computer Institute, serves as the National Defense University's Information Systems (IS) manager.

STAFF AND FACULTY

GEORGE L. KING, Jr., Captain, USN, Director
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DENNIS L. SMITH, Lieutenant Colonel, USAF
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Methodist University.



Department of Defense Computer Institute class session

CHIEF OF STAFF

A Chief of Staff position was established at the University in 1984 to direct the functional areas which support day-to-day University operations. With the establishment of this position, all administrative, logistical, and support functions were placed under the direction of one manager. Six agencies discharge these responsibilities: Personnel, Administration and Logistics; Comptroller; University Plans and Programs; Library; War Gaming and Simulation Center, and Public Affairs. The Chief of Staff also advises the President on matters relating to University management, policies, and procedures. In a secondary role as Dean of Administration, he functions on behalf of the President in tasking line organizations to accomplish actions, coordinates and assures implementation of operating policies and procedures, keeps the staff and President informed of actions underway, and reviews correspondence prepared for the President.

STAFF AND FACULTY

MICHAEL G. O'CONNELL, Colonel, USA, Chief of Staff B.S., St. Norbert College; Army Command and General Staff College; National War College.

WILLIAM O. SCHMEIDER, Lieutenant Colonel, USAF, Executive Officer
B.S., Fordham University; M.L.A., Texas Christian University; M.S., University of Utah; Air War College.

PERSONNEL, ADMINISTRATION, AND LOGISTICS DIRECTORATE

The mission of the Personnel, Administration, and Logistics Directorate is to support the University and its major components: the Institute of Higher Defense Studies; Institute for National Strategic Studies; Department of Defense Computer Institute; the Industrial College of the Armed Forces; the National War College; and the Armed Forces Staff College in the areas of logistics, general administrative and personnel requirements, and visual communications, printing, and publications.

The Logistics Division is responsible for general facilities management, overall supply, and all procurement functions.

The Personnel and Administration Division is responsible for providing those administrative and personnel functions not available within the colleges or other offices of the University.

The Visual Communications and Printing Division is responsible for the preparation of all visual, graphic, and printed material in support of the University. It provides photographic support for all official functions. The division also furnishes audiovisual technical support within available personnel and equipment resources.

STAFF AND FACULTY

MICHAEL S. ALBA, Colonel, USAF, Director
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B.S., U.S. Military Academy; M.A., Central Michigan University.

ART A. HEWITT, GS-12, Department of the Army
A.A.S., New York University.

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ROBERT T. MURPHY, Major, USA
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NORMAN H. SAUNDERS, GS-13, Department of the Army
Texas Western College; Maryland Institute of Art.

WAR GAMING AND SIMULATION CENTER

The War Gaming and Simulation Center began operating in May 1982 under the direction of the President as a dynamic research and education organization providing joint war-gaming and simulation support to the University and its

components. It fulfills a wide range of requirements in consultation, development, and operation of war games and simulations.

The center is staffed by a mix of specialists in military affairs, international relations, operations research, and computer applications who have a wide range of experience in war gaming and simulation. Members of the center consult regularly with the offices of the Joint Chiefs of Staff, the Secretary of Defense, the senior Service colleges, and other national agencies to develop joint war games, politico-military simulations, and models of mobilization, deployment planning, and joint and combined global and theater-level operations.

The capabilities provided by the center substantially enhance the creative potential and effectiveness of both the Strategic and the Mobilization Concepts Development Centers and provide University students unparalleled opportunities for participation in active, innovative learning processes.

STAFF AND FACULTY

STERLING S. HART, GM-15, Department of the Army,
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B.A., Harvard University; M.B.A., Harvard Graduate School
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S.B., Massachusetts Institute of Technology; S.M.,
Massachusetts Institute of Technology.



War Gaming

UNIVERSITY LIBRARY

The National Defense University Library collection at Fort McNair consists of over 200,000 bound volumes, pamphlets, periodicals, and Government documents in open stacks, and 50,000 classified documents housed in a security vault. The library is a readily available source of information on the theory and conduct of national security affairs, international relations, and management and mobilization of resources.

The book collection emphasizes history, management, military science, political science, social sciences, and physical science and technology. Housed in open stacks in Roosevelt Hall, the books are organized according to the Library of Congress Classification System.

Three branches currently assemble, service, and maintain the library's information resources: the Technical Services Branch, the Special Services Branch, and the Reader Services Branch. All three branches work under the guidance of the Library Director.

Specific information resources include the Classified Documents Center, which is located on the ground floor of Roosevelt Hall. This activity acquires, catalogues, stores, and controls distribution of security-classified documents for the academic and research use of authorized members of the University community. The collection consists of approximately 50,000 classified and unclassified documents, periodicals, and student papers.

Government agency publications and congressional materials that are of permanent value to the library are catalogued and shelved in the Roosevelt Hall main library. This material is listed in the card catalogue by author, title, and subject. Congressional material is available both in hard copy and in microform.

Both the Eisenhower Hall and Roosevelt Hall library sections house the Reference Collection of works in specialized areas of interest to the University as well as general encyclopedias, standard and foreign language dictionaries, biographical guides, handbooks, almanacs, gazetteers, educational directories, and bibliographies. A wide array of other information resources are also available in these noncirculating collections.

The library's special collections include personal papers, rare books, academic history materials, student papers, historical photographs, maps, and prints. The manuscript collection contains primarily the personal papers of 20th-century military leaders, with emphasis on those of former Chairmen, Joint Chiefs of Staff. The papers of Generals Paul D. Adams, Andrew J. Goodpaster, Lyman L. Lemnitzer, and Maxwell D. Taylor, in addition to the library and papers of Dr. Ralph L. Powell on China, provide primary documentation

for research. Of special significance on the subject of industrial mobilization are the speeches of J. Carlton Ward, Jr., and a collection of Bernard Baruch's papers. Classics on the art of war, such as the early editions of Marshal de Saxe and Baron von Steuben, are supplemented by the library of the noted military historian Hoffman Nickerson. Other important collections have been donated by General Harrison A. Gerhardt, General Roland H. del Mar, and Colonel John W. Easton. Local history files on Fort McNair, together with records of the institutional history of the National Defense University, are maintained in special collections.

Five multidisciplinary on-line search services provide immediate access to bibliographic citations and abstracts from a vast array of books, journals, newspapers, technical reports, and Government documents.

Nonprint media materials are assembled in Eisenhower Hall. Audio and video recordings in management, psychology, speed reading, selected fiction, and foreign languages are available.

The Armed Forces Staff College in Norfolk, Virginia, maintains a separate collection at its library in Normandy Hall. Assets include 82,000 catalogued books and reports, 1,234 periodical and serial titles, 35,000 classified documents, and 10,000 microfilm and microfiche items. Areas of emphasis closely parallel those of the Fort McNair collection.

STAFF AND FACULTY

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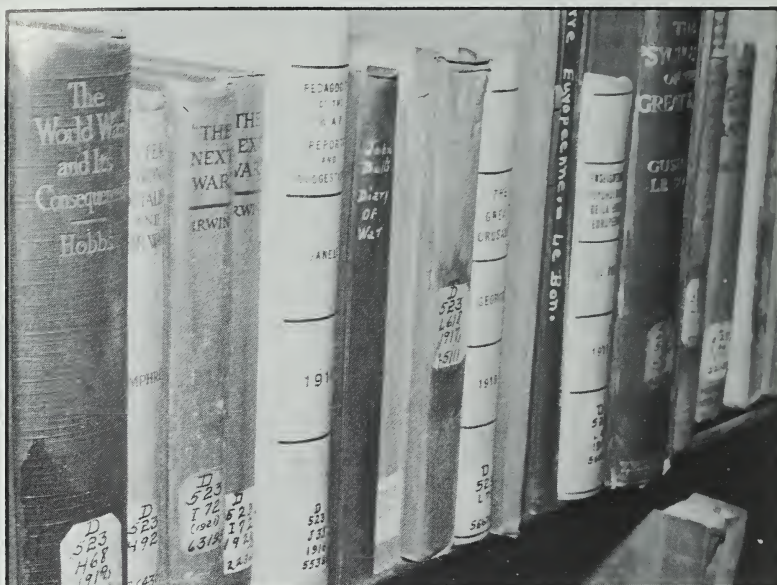
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MARY-STUART TAYLOR, GS-12, Department of the Army
B.A., University of Maryland.



The collection at the Roosevelt Hall Library

PUBLIC AFFAIRS

The Office of Public Affairs became a full-time independent staff function in 1984. The office is responsible for releasing information on University activities to both local and national print and broadcast media, managing visits to the University by media representatives, and responding to press queries. The Public Affairs Officer also processes all manuscripts submitted to OSD Public Affairs by faculty, staff, and students for security and policy review prior to publication. Other Public Affairs duties include overseeing University community relations activities and administering the Hometown News Release Program.

STAFF AND FACUTLY

DONALD R. PLANALP, Captain, USAF, Public Affairs Officer
B.J., University of Missouri.

UNIVERSITY PLANS AND PROGRAMS

The University Plans and Programs office serves as the principal University agency for planning, coordinating, directing, and maintaining records of joint lectures, professional meetings and symposia, and visits by officially recognized foreign and U.S. officials and groups. The office also controls the NDU Operations Center in order to provide collection, integration, display, and dissemination of data for various types of schedules. Additionally, University Plans and Programs serves as the NDU visitors and protocol office and controls use of the Hill Conference Center.

STAFF AND FACULTY

ROBERT S. HAYES, GS-15, Department of the Army, Director
B.S., Naval Academy; M.A., Boston University; M.P.A., University of Southern California; College of Naval Command and Staff; National War College.

THE COMPTROLLER DIRECTORATE

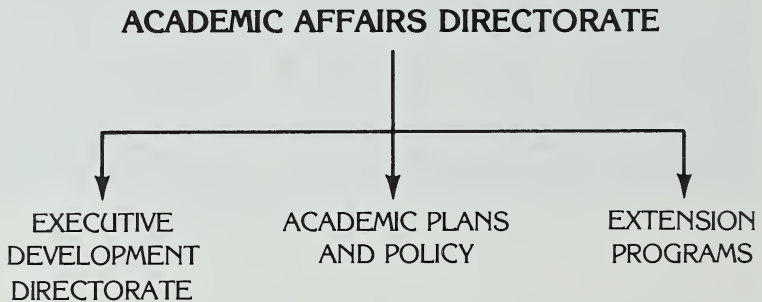
The Comptroller Directorate is responsible for the overall financial and manpower management of the University. The Program and Budget Branch oversees the development of budget estimates, and the administration and execution of the approved operating budgets of the colleges and research centers. The Management/Manpower Branch is responsible for the internal review program, manpower management, and joint manpower program requirements of the University. The Travel Services Branch coordinates travel and transportation requirements of University faculty, staff, and students including ticketing, passports, and visa requirements.

STAFF AND FACULTY

HELEN P. MAZZELLO, GS-14, Department of the Army,
Comptroller
B.S., Upper Iowa University.

ACADEMIC AFFAIRS DIRECTORATE

The Academic Affairs Directorate was created in March 1984 to manage and to develop academic plans and policies for University-wide educational and outreach programs. The director provides guidance and supervises all educational courses and programs offered by the Executive Development Office and the Office of Extension Programs which includes the National Security Management Course, the Reserve Component National Security Course and the NDU Symposia program.



ACADEMIC PLANS AND POLICY

The Office of Academic Plans and Policies' prime responsibility is to prepare academic plans and policies in conjunction with the colleges. With this responsibility goes the requirement of planning, integrating, and coordinating the NDU portion of the core curricula of the colleges. Other functions performed include arranging faculty development seminars, coordinating and evaluating the NDU elective program, serving as liaison between the President of NDU and other sister service colleges on curricular matters, and acting as liaison with the Office of the Joint Chiefs of Staff on curricular matters.

STAFF AND FACULTY

ROBERT S. THOMPSON, Colonel, USA, Director, Academic Affairs

B.F.A., Boston University; M.A., Ph.D., University of Illinois; U.S. Army Command and General Staff College; National War College; Senior Seminar in Foreign Policy, Department of State.

ROBERT D. CHILDS, Lieutenant Colonel, USAF, Director, Plans and Policy

B.S., Grove City College; M.A.T., Duke University; Ed.D., University of Denver; Air Command and Staff College; National War College.

EXTENSION PROGRAMS

The Extension Programs Directorate provides educational opportunities for the nonresident defense community through a correspondence course, off-campus seminars, and regional symposia. The EPD produces the National Security Management Course and administers the course, both by correspondence and in seminars, for senior Regular, Reserve, and National Guard officers on active or inactive duty, as well as U.S. Government officials, eligible civilians, and selected foreign military officers.

Material for the correspondence program reflects the curricula of both the Industrial College and the National War College and provides a broad understanding of national security policy formulation, strategy, mobilization, and the management of national resources. Authors in the directorate or competent outside experts prepare textbooks and other instructional materials while editors assure consistency of style and relevance of content. The division establishes student criteria, prepares examinations, and counsels students.

The Operations and Support Division screens and enrolls applicants, ships instructional materials, responds to inquiries, records evaluation scores, and awards diplomas.

Extension Programs officers direct a two-week Reserve Component National Security Course three times a year at



Symposium reception, Rotunda, Roosevelt Hall

sites throughout the country, as nominated by the Services. Faculty from the National War College and the Industrial College of the Armed Forces deliver lectures, conduct panels, and supply support on administering and grading examinations. Each course has a capacity of 200 to 300 officers, made up of senior Reserve component officers (ranks 05 to 08) selected by all of the Services.

Reserve Advisers from the Army, Navy, and Air Force furnish counsel and information on Reserve component matters to the President, commandants, faculty, and students.

The directorate also plans and conducts two symposia annually. The NATO Symposium draws together over 200 participants from the Alliance senior military institutes, allied commands, U.S. Government agencies, diplomatic missions, NATO Defense College, and the National Defense University. Distinguished speakers discuss a theme of common interest; subtopics are then discussed in seminar format. The Pacific Symposium provides a forum for over 100 high-level representatives from Pacific nations to discuss candidly and openly their concerns about the changing strategic and economic environment in the Pacific and Indian Ocean area. Multiple topics, on a central theme, are presented by noted speakers and later discussed in organized panel sessions.

STAFF AND FACULTY

HAROLD W. HOLTZCLAW, Colonel, USAF, Director
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JAMES N. YOUNG, GS-13, Department of the Army

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EXECUTIVE DEVELOPMENT DIRECTORATE

The Executive Development Directorate was created to help the students at the National War College, the Industrial College of the Armed Forces, and the Armed Forces Staff College to further develop their executive skills to become more effective as they move to higher levels of responsibility. The office has two prime areas of responsibility. The first focus is executive health and fitness. The health and fitness program is totally voluntary and is designed to help students throughout the year to increase their overall health and to further enhance healthy life styles. The second focus is on executive skills which range from speed reading to more highly developed negotiation skills.

STAFF AND FACULTY

EDWARD B. PARKS, Colonel, USAF, Director, Executive Development

B.A., University of Massachusetts; M.A., California State University; M.A., Chapman College; M.P.A., Golden Gate University; Ph.D., St. Louis University; Air Command and Staff College; Air War College; National War College.

ROBERT W. DUKE, Captain, Chaplain, USN

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BERNADETTE, FEIST-FITE, Major, USAF, Dietician

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JOHN C. HOLLAND, Director of Health and Fitness

B.S., Ohio University; M.A., Eastern Kentucky University; P.E.D., Indiana University; Post doctorate, The Cooper Clinic.

INSTITUTE FOR NATIONAL STRATEGIC STUDIES

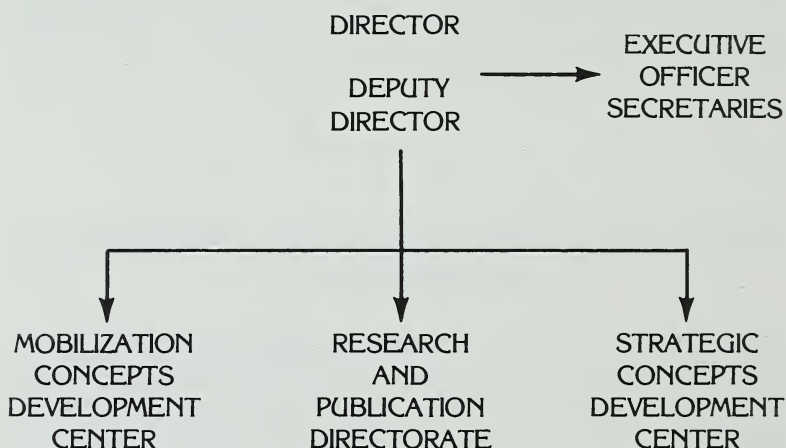
Established in July of 1984, the Institute for National Strategic Studies is a multidisciplinary research organization incorporating both military and civilian fellows which operates under the supervision of the President of the National Defense University in support of the Secretary of Defense and the Chairman of the Joint Chiefs of Staff.

An Institute Director and Deputy Director establish policy and direct accomplishment of the INSS mission. Incorporated into the institute are three centers, the Strategic Concepts Development Center, the Mobilization Concepts Development Center, and the Research and Publication Directorate. These centers support the study of joint and combined strategy, operations, command and control, mobilization, and other defense and foreign affairs topics to enrich the educational experience, curriculum, and faculty

development at the National Defense University and to respond to direct tasking from the Secretary of Defense, Deputy Secretary of Defense, and the Chairman of the Joint Chiefs of Staff.

The offices of the director of the institute are located on the first floor of Eisenhower Hall. The institute is staffed by approximately 46 specialists in joint and combined national defense strategy and issues, research and development of curriculum, special topics in the area of national defense, and international security and mobilization. During the academic year the institute also coordinates research and studies by ICAF and NWC students on topics submitted by unified and specified commands as well as other agencies in the national defense community.

INSTITUTE OF NATIONAL STRATEGIC STUDIES



STAFF

JOHN DESPRES, SES, Director
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M.A., M.A.L.D., Ph.D., Fletcher School of Law and
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B.S., Air Force Academy; M.A., Ohio State University; Ph.D.,
Ohio State University.

J. COLLINS SMITH, Captain, USN, Special Assistant
B.S., Naval Academy; M.A., George Washington
University; National War College.

STRATEGIC CONCEPTS DEVELOPMENT CENTER

The Strategic Concepts Development Center was established by the Secretary of Defense and the Joint Chiefs of Staff in December 1981 and was incorporated into the Institute for National Strategic Studies in July 1984. The center operates under the supervision of the institute director and the President of the National Defense University. Its offices are located in Theodore Roosevelt Hall.

By the terms of its charter, the center conducts independent policy reviews, develops new concepts, and provides long-term planning initiatives for the Secretary of Defense and the Chairman, Joint Chiefs of Staff. Its analyses focus on current and important issues of joint and combined strategy, force structure design, and politico-military employment options. In its first two years, the center completed several dozen projects for these senior officials. It also serves as a resource for the Joint Chiefs of Staff and the Commanders in Chief of unified and specified commands. In addition, it supports the National Defense University's primary mission of achieving excellence in the professional military education provided by its constituent colleges.

The center is designed to be a small, high-level "think tank." Its staff is composed of accomplished analysts not identified with any particular school of thought. Their task is to challenge existing concepts, provide creative alternatives, and apply intellectual rigor to issues of policy and strategy.

STAFF AND FACULTY

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B.S., Sacramento State College; M.S., Naval Postgraduate School, Monterey.

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ROBERT J. WILSON, Colonel, USMC
B.S., Fordham University; M.S., American University; Command and Staff College; advanced graduate study, George Washington University.

RESEARCH AND PUBLICATION DIRECTORATE

The Research and Publication Directorate supports independent studies relating to national security policy formulation, national and military strategy, the allocation and management of resources for national security, and civil-military affairs. The directorate develops individual and group studies for consideration by decisionmakers at high levels of government. It also directs research products toward a broader constituency through publication and distribution.

Researchers fall into several categories. Senior Fellows are selected military and government scholars who engage in full-time research, generally on a postdoctoral level. A few Associate Fellows are selected from the colleges' student bodies to pursue research as an alternative experience to portions of their curricula. International, Visiting, Faculty, and Adjunct Fellows undertake specialized research under NDU auspices.

The directorate's staff provides professional guidance in research, writing, and editing, as well as administrative and document processing support, in the preparation of manuscripts for publication and distribution.

The directorate edits and publishes the proceedings of the annual National Security Affairs Conference. Over the years, these meetings have focused the views of a broad spectrum of nationally prominent people on significant security issues.

A major activity of the directorate is the NDU Press. The press publishes the products of individual research efforts as well as conference and seminar deliberations. These products include books, essays, reports, monographs, issue papers, and formal proceedings of NSAI conferences.

STAFF AND FACULTY

JOHN E. ENDICOTT, Colonel, USAF, Director; Publisher, NDU Press
B.A., Ohio State University; M.A., University of Omaha;
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GEORGE C. MAERZ, GS-12, Department of the Army
B.A., Loyola College—Baltimore; graduate study,
Georgetown University.

MOBILIZATION CONCEPTS DEVELOPMENT CENTER

Under the NDU Institute for National Strategic Studies, the Mobilization Concepts Development Center provides analyses on mobilization, deployment, and industrial preparedness to the Secretary and Deputy Secretary of Defense, CJCS, the Service Commanders in Chief, and executive branch departments and agencies. Its staff, comprised of civilian and military senior research fellows combining mobilization experience, research skills, and academic scholarship, conducts original and derivative research and provides consultation to mobilization and war planners.

Supporting ICAF and other NDU academic programs, the center also works to make industry, educators, the media, and other opinion-molders aware of defense resource and mobilization concerns. Besides aiding in the design and implementation of national mobilization exercises, the center promotes cooperative international mobilization of combined military, industrial, and natural resources.

It is a leading national repository of knowledge on mobilization, industrial preparedness, and deployment planning. MCDC's location in ICAF's building sparks the sharing of ideas and information among staff, students, and senior mobilization decisionmakers.

STAFF AND FACULTY

JOHN N. ELLISON, SES, Director
B.S., M.S., Virginia Polytechnic Institute and State University; D.B.A., George Washington University; Industrial College of the Armed Forces.

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B.A., Military Academy; Army Command and General Staff College; Army War College.

GORDON L. BOOZER, Lieutenant Colonel, USAF
B.S., Air Force Academy; Army Command and General Staff College; Industrial College of the Armed Forces.

ROBERT C. FABRIE, GS-15, Department of the Army
B.S., Illinois Institute of Technology; M.A., Webster College.

GREGORY D. FOSTER, GS-15, Department of the Army
B.S., Military Academy; M.S., University of Southern California; M.A., Central Michigan University.

LEON N. KARADBIL, GS-15, Department of the Army
B.S., City College of New York; American University.

JAMES F. LANCASTER, Colonel, USAF
B.A., University of Nebraska; M.A., Troy State University; Air Command and Staff College.

JACK H. NUNN, GS-15, Department of the Army
B.S., Military Academy; M.A., The Johns Hopkins University School of Advanced International Studies; Ph.D., Massachusetts Institute of Technology.

ROBERT R. RUMPH, Colonel, USA
B.S., Military Academy; M.S., Long Island University; Army Command and General Staff College; Industrial College of the Armed Forces.

RODERICK L. VAWTER, GS-15, Department of the Army
B.S., Illinois State Normal University; B.S., Massachusetts Institute of Technology; Ph.D., Brandeis University; Industrial College of the Armed Forces.

BOARD OF VISITORS

The Board of Visitors is an official advisory body—a working rather than a honorary group—of distinguished civilian and military members, whose functional and professional expertise spans the mission-specific curricula of the University's colleges. The board meets at least once each year and provides written observations and recommendations to the President of NDU on matters relating to the successful accomplishment of the mission assigned to the University.

NATIONAL DEFENSE UNIVERSITY VISITORS 1984

The Honorable Alfred L. Atherton, Jr., Director General of Foreign Service, Department of State.

Dr. Lincoln P. Bloomfield, Professor of Political Science, Massachusetts Institute of Technology.

Mr. William K. Brehm, Chairman of the Board for Systems Research and Application Corporation.

Mr. John M. Carabello, Director of Information Resources Management, OASD (Comptroller).

General Leonard E. Chapman, USMC (Ret.), Former Commandant, U.S. Marine Corps.

General William DePuy, USA (Ret.), Former Commanding General, U.S. Army Training and Doctrine Command (TRADOC).

General Russell E. Dougherty, USAF (Ret.), Former Commander in Chief, Strategic Air Command.

Dr. Samuel P. Huntington, Director of the Center for International Affairs, Harvard University.

General Walter T. Kerwin, Jr., USA (Ret.), Former Vice Chief of Staff, U.S. Army.

Admiral Isaac C. Kidd, Jr., USN (Ret.), Former Commander in Chief, Atlantic, Atlantic Fleet, and Supreme Allied Commander Atlantic.

The Honorable Lawrence J. Korb, Assistant Secretary of Defense (MI&L).

The Honorable Jack B. Kubisch, Former Ambassador to Greece.

The Honorable Elmer B. Staats, Former Comptroller General of the United States.

NATIONAL DEFENSE UNIVERSITY FOUNDATION

The National Defense University Foundation is a charitable and educational body constituted to encourage support for and to further the educational and professional goals and traditions of the National Defense University. The Foundation consists of Honorary Directors, a Board of Directors, and a membership that is open to individuals, corporations, and other organizations interested in the objectives of the Foundation. Membership categories are: Associate, Contributing, Sustaining, Life, Corporate, Graduate, and Honorary. The Foundation supports educational conferences and lectures; fellowships and professorships; research, writing, and academic awards; faculty and student publications; student athletic programs; receptions and end-of-year functions; and faculty enrichment. The Foundation has been granted tax-exempt status and was officially incorporated in the District of Columbia in July 1982. Address: National Defense University Foundation, Inc., Dwight D. Eisenhower Hall, Fort Lesley J. McNair, Washington, D.C. 20319, telephone (202) 693-1045/7064.

HONORARY DIRECTORS

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MELVIN R. LAIRD, Senior Counselor, National and International Affairs, The Reader's Digest.

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WALTER E. WASHINGTON, Attorney.

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MARMADUKE G. BAYNE, Vice Admiral, USN (Ret.), Past Commandant, NWC; First President, NDU.

ROBERT C. BREWSTER, Ambassador (Ret.), Past President, NWC Alumni Association.

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WILLIAM LEONHART, Ambassador, (Ret.).

KEITH McCARTNEY, Major General, USAF, ICAF Alumni Representative.

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JOHN S. PUSTAY, Lieutenant General, USAF (Ret.), Past President, NDU.

M. RICHARD ROSE, President, Rochester Institute of Technology.

A. A. SARDO, Brigadier General, USMC (Ret.).

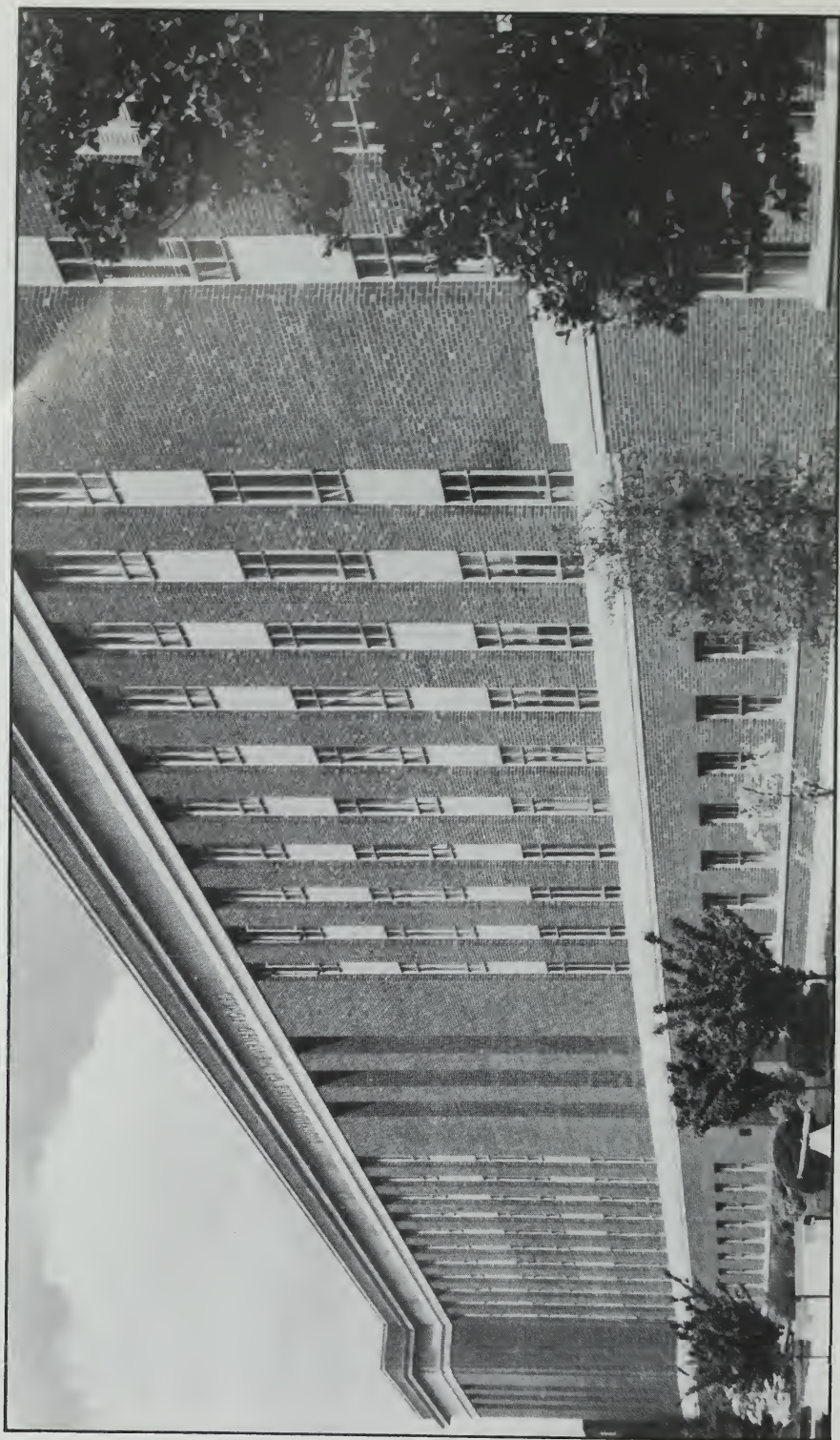
DAVID SPARLING, Executive Vice President, Ford Aerospace & Communications Corporation.

ROBERT J. WOOD, Chairman, Carl Byoir & Associates, Inc.



The Fort McNair Campus

PART III
THE
COLLEGES



Dwight D. Eisenhower Hall at Fort Lesley J. McNair



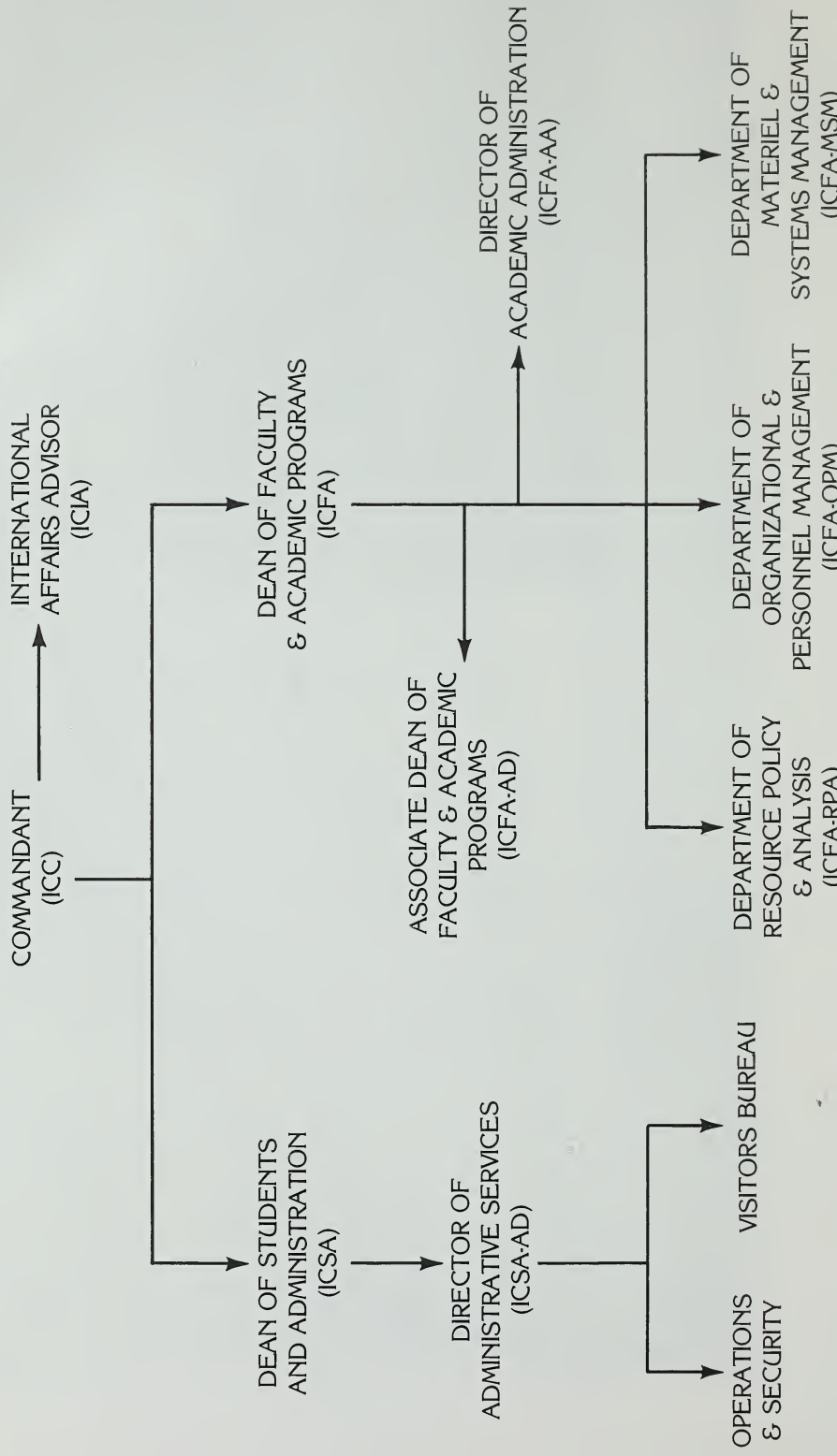
*Clyde D. Dean
Major General, USMC
Commandant*

INDUSTRIAL COLLEGE OF THE ARMED FORCES

The Commandant of the Industrial College of the Armed Forces is a general or flag officer. He is appointed by the Joint Chiefs of Staff, and he is responsible to the President, National Defense University. He is assisted by a senior Department of State officer as International Affairs Adviser, a military Dean of Students and Administration, and a military Dean of Faculty and Academic Programs.

The academic faculty and the administrative personnel supporting the Commandant and his assistants are from the military Services and other agencies of the Federal government. Service officers on the faculty are normally in the grades of colonel, captain, lieutenant colonel, or commander, and are specialists in their fields. The civilian faculty members include Department of the Army civilian professors, civilian officers of the Department of State, and visiting professors from civilian universities.

INDUSTRIAL COLLEGE OF THE ARMED FORCES (ICAF)



The Industrial College of the Armed Forces conducts senior-level courses and research in mobilization and the management of resources in support of national security. The program of the college prepares selected military officers and senior career civilian officials for positions of high responsibility and trust in the Federal Government.

CURRICULUM

The ICAF curriculum is multidisciplinary. To assure maximum development of professional skills, instructional methods place heavy emphasis on individual involvement. Case studies and small group activities devoted to realistic and relevant topics are used in balance with more traditional methods. The program emphasizes building competence in the application of both qualitative and quantitative analytical skills and development of decision-making capabilities. In addition, the student's ability to understand problems faced by senior-level governmental leaders is enhanced through exercises, simulations, and group research.

The entire ICAF academic program emphasizes development of executive communication skills. Students prepare individual written and oral reports and contribute to essays developed as part of group study projects. In addition, peer-group interaction and rigorous faculty evaluation of student products help to develop a critical perspective. The program emphasizes the refinement of leadership styles suitable for operating effectively in joint and interagency policy-making and decision-making environments.

The program also emphasizes policy formulation and management in the executive branch, including manpower and personnel management, systems acquisition, interagency relations, bureaucratic dynamics, and budgetary and financial management as a means of enhancing executive effectiveness. Along with professional ethics, these themes provide opportunities for developing sensitivities in applying contemporary managerial techniques with an understanding of the human dimensions of organizations.

Maximum student involvement, mastery of essential subject matter, and acquisition of additional skills are required for optimizing the benefit of the ICAF program. In

many cases, the academic experience is a shared one. The ICAF faculty and staff play an essential role in providing the expertise to which the student adds his own thoughts and experiences. Given the critical challenges confronting the United States, and the positions of high trust and executive responsibilities for which ICAF graduates are destined, it is essential that both students and faculty maximize the educational opportunity afforded by their attendance.

PHASE I - PUBLIC EXECUTIVE PERSPECTIVE

During this introductory phase, students are divided into seminar groups for the purpose of examining the roles individual behavior factors play in the development of executive skills. Each student receives a Career Planning Workbook several months before reporting to the University. This workbook contains a series of exercises designed to stimulate the student's thoughts about his or her personal and professional growth. All students complete the Myers-Briggs Type Indicator and the Strength Deployment Inventory during the first week. These inventories are designed to indicate personal strengths, individual behavioral preferences, and changes under stress. Students are also encouraged to participate in a voluntary, comprehensive health and physical fitness assessment. The entire assessment is designed to identify for the student areas for individual development during the year, as well as in following assignments. Following this assessment, instruction is directed toward developing executive skills. Based on the instruments previously administered, students are given the opportunity to sharpen their interpersonal decision-making and negotiating skills. The focus is on the individual in a small group setting, expanding into a larger decision-making and bureaucratic context for the Federal executive. Concurrently, the ICAF students participate in two workshops designed to enhance their understanding of essential economic principles and information resources management.

PHASE II - NATIONAL SECURITY AND MOBILIZATION MANAGEMENT

Phase II covers a broad range of material designed to provide an understanding of the international and domestic influences on national security policy. This phase also provides both a historical and a current perspective on emergency preparedness planning, and the formulation and execution of national security policy.

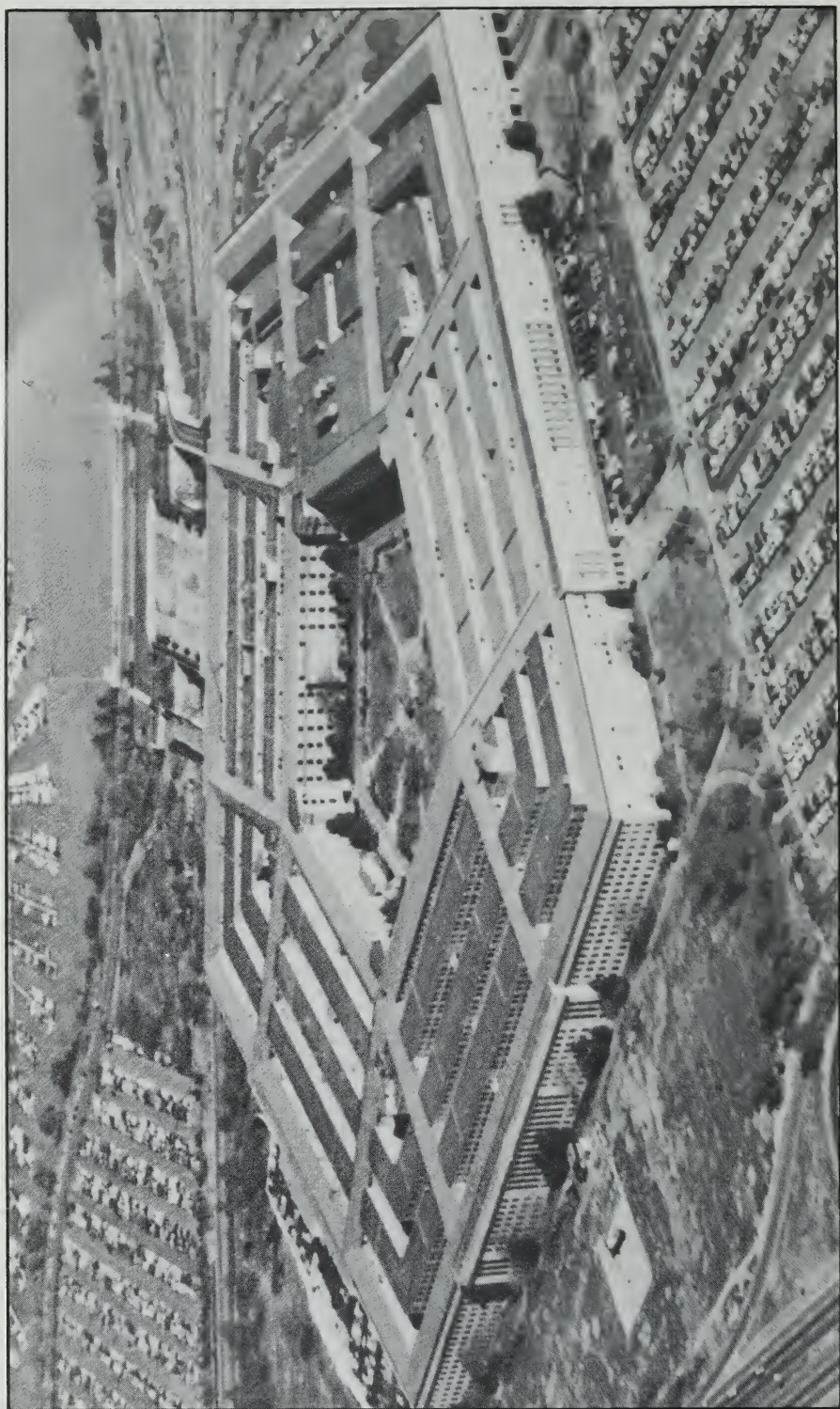
Phase II is divided into three major parts. The first deals with domestic factors affecting national security policy. This includes a critical examination of national economic goals and policies, economic influences on defense, and the economics of social issues and energy. Attention is focused on the Presidency, the Federal judiciary, the Congress, and congressional-executive relations. This area of study culminates with a concentrated block of instruction on the legislative process and a visit to Congress.

The second portion of Phase II examines the international framework of U.S. national security, and develops an understanding of the international economic interdependencies affecting U.S. foreign policy. This section begins with an examination of global structures, processes, and issues, and focuses on problems facing U.S. policymakers.

Finally, within the context of the domestic and international environments studied earlier, the third part of Phase II addresses specific issues of U.S. military strategy, logistics dimensions of military operations, and mobilization plans, structures, and processes. Historical precedents are examined in order to establish a time-oriented sense of what may be achieved by a mobilized nation. A systematic exposition of the principles governing mobilization decisionmaking receives considerable emphasis.

PHASE III - MANPOWER RESOURCES MANAGEMENT

The Phase III focus is on manpower and organizational policy issues viewed in peacetime as well as wartime perspectives. This phase begins with a broad treatment of the manpower management cycle and gives consideration to policy issues in determining requirements and manpower acquisition. Manpower availability is considered in terms of demographic, political, economic, and sociocultural factors. The implications of total force planning are considered in depth. The history of the all-volunteer approach to manpower recruitment and retention is examined, and consideration is given to peacetime conscription and National Service as possible alternatives. Finally, a number of personnel and organizational issues are examined to uncover realistic policy options for attaining positive commitment to service, high morale, discipline, unit cohesiveness, and more effective performances. Student exercises and case studies are used to



• ICAF students benefit from close proximity of national decision-making centers

analyze and solve personnel management problems. The phase concludes with an integrating Manpower Mobilization Exercise.

PHASE IV - MANAGEMENT

This phase examines the defense systems acquisition process, the defense industrial base, and military logistics issues from a variety of perspectives.

The defense systems acquisition process is examined through a combination of lectures, seminars, and a computer-based exercise. In the Systems Acquisition for Executives (SAFE), student groups, using cost-benefit analysis, make key decisions on trade-offs between technical performance, development and production schedules, and life-cycle costs associated with the development and procurement of a major weapons system.

With a broad understanding of systems acquisition as a backdrop, the Defense Industry Analysis (DIA) program examines a number of major defense industries from an executive perspective that takes into account the roles and viewpoints of congressional committees, defense contractors, and other interested agencies in the public and private sectors. The defense industries are explored through a series of seminars which highlight the issues involved. Following this academic preparation, the students move to on-site facilities, both domestic and foreign, for an in-depth study of the practical issues which confront industrial management, and the processes and techniques involved in their resolution. Upon returning to ICAF, each DIA group prepares and briefs its report to the assembled student body.

Military logistics issues are examined from the viewpoints of the Services and the DOD agencies. Issues related to resource mobilization as well as the support of the joint and unified commands are highlighted.

PHASE V - JOINT TRAINING AND EXERCISE

In Phase V, the concepts and skills developed during the academic year are brought to bear in a joint exercise with the National War College. The phase begins with a period of training. Following this, the students are divided into a large number of joint seminar groups which independently conduct Prudent Stride, an exercise involving joint service strategy, force structuring, crisis management, employment and deployment planning, and a war game. Each student team,

starting with a national strategy, develops supporting military strategy and a prudent-risk force structure. Funding and personnel strength limitations are introduced which cause the student groups, in most cases, to scale down the force structure. A situation is then introduced which requires a response involving, among other things, economic and political actions, and use of the deployment and employment models. As a conclusion to the exercise, a joint worldwide blue/red war game is played.

ELECTIVES PROGRAM

The Electives Program complements the Core Program. This program allows participants some latitude in tailoring their course of study. All students must earn six elective credits. Depending on individual needs, students may be required to take foundation courses as part of the electives program. A description of ICAF elective courses follows in a later section.

RESEARCH PROGRAM

The Research Program at the Industrial College provides both students and faculty an opportunity to explore in-depth mobilization issues and other selected subjects related to the ICAF mission. The college encourages creative thinking, stimulating researchers to challenge, substantiate, or modify existing theory or practice. All students are required to conduct a major research project. This requirement is met by participation in the Mobilization Studies Program (MSP) or by participation in the Independent Research Program (IRP). However, on an exception basis, and with prior approval from the Dean of Faculty and Academic Programs, a few students may conduct individual research, each on a nonmobilization subject of individual choice.

MOBILIZATION STUDIES PROGRAM (MSP)

The Mobilization Studies Program (MSP) is the major research vehicle of the college. It provides the student an opportunity to examine major problems and issues associated with the mobilization of resources during emergencies or war, and to apply analysis in recommending practical solutions. The college prepares a number of carefully screened and timely mobilization topics of concern to senior policymakers in the national security structure.

The program is organized into research teams, each investigating an approved topic. Each research team has a faculty research adviser and consists of four to eight students. The college normally assigns students to research teams based on their expertise and indicated preferences. Faculty research advisers guide the research team in developing initial research design (including tentative organizational frameworks), and they provide guidance and counsel, evaluate the quality of contributions made by the research team members, help synthesize their contributions, and assist in editing the final report. Responsibilities are delegated to the students in a way that fosters maximum student participation in all phases of the research and writing effort. Each research team undergoes an in-process review during the academic year to monitor progress of the research project.

INDEPENDENT RESEARCH PROGRAM (IRP)

With approval from the Dean of Faculty and Academic Programs, and with a recommendation from the Permanent Faculty Adviser, a few students may choose to conduct independent research in mobilization or another topic relevant to the ICAF mission and of interest to the national security community. Students conduct such research in groups of from one to three members. In preparing independent research papers, students will be assigned a faculty adviser who provides counsel and evaluation throughout the research task.



Classroom meeting of seminar

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INDUSTRIAL COLLEGE OF THE ARMED FORCES

Academic Year 1984-1985

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
CORE PROGRAM											
I PUBLIC EXECUTIVE PERSPECTIVE											
II NATIONAL SECURITY AND MOBILIZATION MANAGEMENT											
III MANPOWER RESOURCES MANAGEMENT											
IV INDUSTRIAL RESOURCES MANAGEMENT											
V JOINT TRAINING AND EXERCISE											
ELECTIVES PROGRAM											
OTHER EVENTS											

Convocation

MSP Week

Christmas Break

Domestic

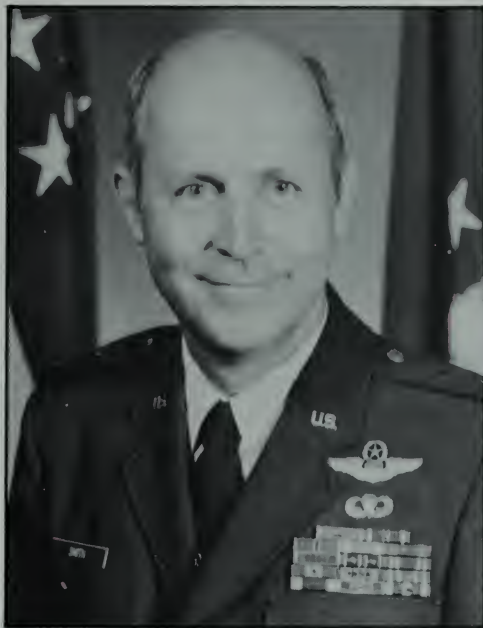
Field Studies

International

Graduation



Theodore Roosevelt Hall at Fort Lesley J. McNair



*Perry M. Smith
Major General, USAF
Commandant*

NATIONAL WAR COLLEGE

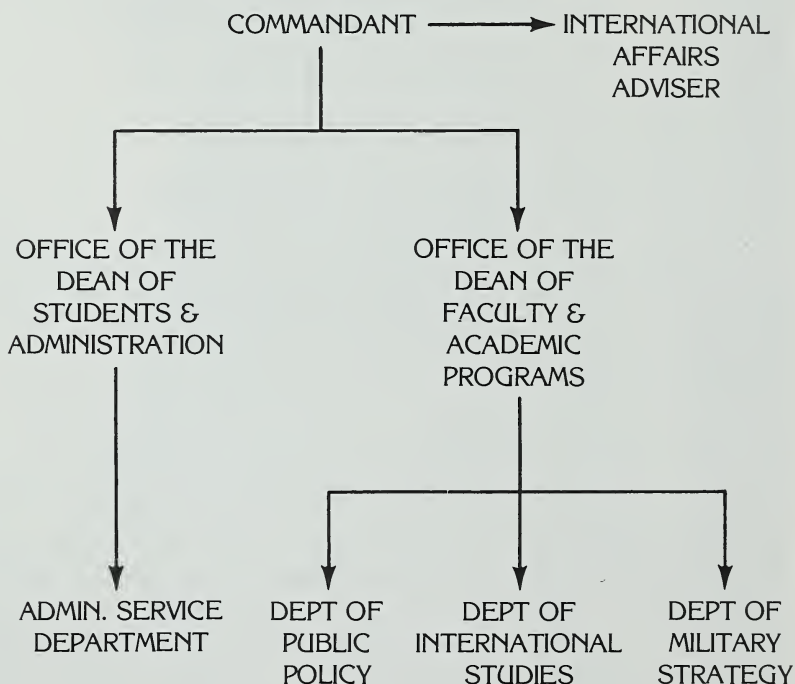
The organization of the National War College is aimed at simplicity, flexibility, and ease of communication between students and faculty and among faculty members. The Commandant, a military officer of two-star rank, occupies a nominative position which rotates among the Army, Navy, and Air Force. Advisers include a State Department International Affairs Adviser, two officers who serve as Dean of Students and Administration and Dean of Faculty and Academic Programs, and a small Department of Administrative Services. The National Defense University provides major administrative and logistical support for the college. The curriculum, all academic scheduling, and the Guest Lectures Program fall under the province of the Dean of Faculty and Academic Programs.

The faculty includes three departments emphasizing broad areas of responsibility rather than narrow academic

specialties. The Department of Military Strategy studies the foundations of national strategy, national security, and the U.S. military posture. Faculty members in the Department of International Studies concentrate on the relationship between U.S. national security and the world environment. The International Affairs Adviser is concurrently chairman of the department. The Department of Public Policy examines the relationship between the domestic environment and national security, management of resources, and decisionmaking.

The National War College conducts a senior-level course of study which prepares selected personnel of the Armed Forces, the Department of State, and other U.S. Government departments and agencies for high-level command and staff policy positions associated with national security strategy formulation and implementation.

THE NATIONAL WAR COLLEGE (NWC)



CURRICULUM

The college's curriculum is designed to expand and deepen students' knowledge of national security matters and to sharpen their analytical skills. The academic program consists of prescribed, or core, courses; electives; individual and group research projects; and field studies. Teaching methods include lectures, seminar discussions, case studies, and student exercises and simulations.

The Core Program provides an understanding of the development and implementation of national security policy and strategy. It encourages students to identify and analyze issues, develop options, and prepare and present recommendations. The Core Program consists of interrelated courses, and exercises and simulations that deal with the art of war; the international security environment; the national security policymaking process; regional security issues; and defense policy and military strategy. These subjects are addressed by the following courses:

Interrelated Courses

Executive Skills Development. An introduction to the role individual behavioral factors play in interpersonal relations, group dynamics, the organization's ethics, and decisionmaking.

Art of War. An examination of the fundamental dimensions of war, focusing on political objectives, military objectives, and strategy. The ideas of classical and modern strategists are analyzed in light of battlefield experience, and American and Soviet approaches to war are compared.

International Security Environment. An appraisal of issues and trends in the international political and economic systems and the challenges these developments present to the policymaker. This course examines the means available to deal with these challenges, including the instruments by which national objectives can be achieved, and the ways these foreign-policy instruments can be orchestrated into effective security policies.

Politics, Policy, and Resource Allocation. An analysis of the roles, relationships, and influence of the legislative branch,

the executive branch, and other public and private institutions and groups on national security policy development and the allocation of resources. This course also addresses congressional committee procedures and relations with the media.

Policy Planning and National Security Decisionmaking. An examination of the national security policy planning and decisionmaking process within the executive branch with particular emphasis on the National Security Council system and Department of Defense.

Major Powers and Regions. A systematic analysis of security conditions, and policies and programs and their impact on the defense and foreign policies of selected countries. An appraisal of security commitments and agreements and their implications for U.S. interests and programs. Practical exercises in the identification and resolution of security issues conclude each regional study.

U.S. Defense Policy and Military Strategy. An analysis of current U.S. defense policies from nuclear war to terrorism and their translation into military strategy and force requirements. The rationale, logic, and implications of defense policies are assessed and strategic issues and defense trends identified. The course builds on the issues and trends identified in the International Security Studies course and the principles identified in the Art of War course.

Joint and Combined Operations. An examination of strategic, tactical, and doctrinal concepts and their use in developing strategies, planning for contingencies and operations, and conducting joint and combined operations.

Exercises and Simulations

The following exercises and simulations emphasize active learning and provide opportunity to put theory into practice.

National Security Policy Decision. A policy formulation and decision exercise which focuses on policy options for presidential decision and builds on regional security issues in the International Security Studies course. The product of this exercise, a National Security Decision Directive, provides the policy basis for the following exercise.

Strategy and Force Development. Phase I of this exercise requires students to translate national security policy decisions into military objectives and develop a national military strategy, desired force capabilities, and required force levels. Phase II constrains those force levels fiscally and requires students to modify their strategy or force mix and identify and assess the resulting risk.

Terrorism and Counterterrorism. A political-military simulation involving a terrorist incident with international implications. Students develop a strategy and use the instruments of statecraft to counter and resolve the incident.

Contingency Planning and Force Employment. A crisis management political-military simulation and exercise in contingency planning and force application.

ELECTIVES PROGRAM

A full range of elective courses, listed in a later section, complements the Core Program.

RESEARCH: STRATEGIC STUDIES PROGRAM

The Strategic Studies Program is the major research program at the National War College. All students and faculty are involved in this program. It is designed to sharpen students' research, analytical, and writing skills and to produce useful studies on national security issues.

Students, either individually or in small groups, are required to work on a research topic of their choosing during the academic year. Government agencies propose topics they wish explored and sponsor the project. The sponsor is expected to maintain a close and continuing relationship with the student and faculty research adviser. Should there be no topic forwarded by an agency that suits the particular expertise or interests of a student, the student is encouraged to formulate his own. The only requirements are that the subject be of national security interest, an agency sponsor the research, and a faculty member be found to supervise it.

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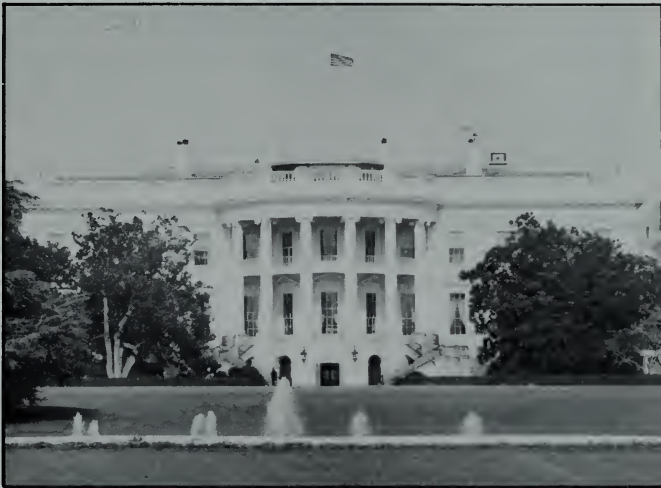


The Rotunda, Theodore Roosevelt Hall

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Fort McNair's Neighbors





Normandy Hall, Armed Forces Staff College at Norfolk, Virginia



*Kenneth A. Jolemore
Major General, USA
Commandant*

ARMED FORCES STAFF COLLEGE

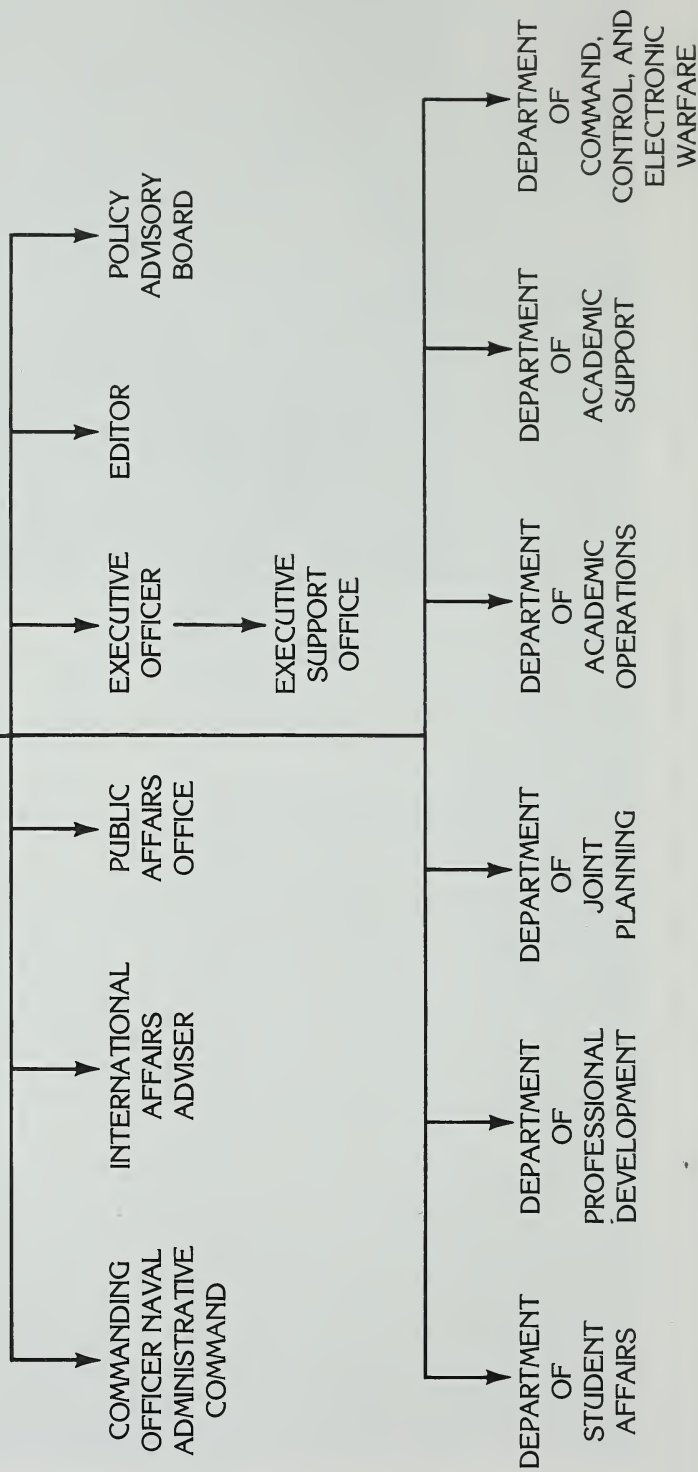
The Armed Forces Staff College, located in Norfolk, Virginia, was incorporated into the National Defense University in August 1981. The Commandant is a general or flag officer who occupies a nominative position which rotates among the Army, Navy, and Air Force. He is directly responsible to the University President for fulfillment of the college mission—to prepare selected midcareer officers for joint and combined staff duty.

Future wars—and future peace efforts—are likely to require the integrated efforts of all Services, numerous Government agencies, and many friendly nations. To be effective, the professional officers of these organizations must master the concepts, principles, and techniques of joint and combined operations. The Armed Forces Staff College provides a unique educational opportunity for selected officers of U.S. and allied organizations to study these subjects.

ARMED FORCES STAFF COLLEGE (AFSC)

COMMANDANT

DEPUTY COMMANDANT



While the college focuses on joint and combined operations planning, it also emphasizes intellectual and professional development in a variety of areas that includes national strategy, defense management, communicative arts, self-assessment, several elective fields, and the U.S. Armed Forces. The college organization is structured to develop understanding and appreciation of the various national, agency, and Service interests and concerns that bear on the common defense. The curriculum is designed to promote a spirit of cooperation and understanding that is critical to any joint or combined endeavor.

The college accomplishes its mission through three courses of study:

a. The 21-week Joint and Combined Staff Officer Course prepares selected midcareer officers for joint and combined staff duty.

b. The six-week Joint Command, Control, and Communications Staff and Operations Course acquaints middle-grade officers and equivalent DOD civilians with the basic principles of managing and operating joint command, control, and communications systems and their associated supporting elements.

c. The two-week Joint Electronic Warfare Staff Officer Course trains middle-grade officers and equivalent DOD civilians in electronic warfare (EW) concepts, doctrine, procedures, and employment to coordinate EW activities and programs in support of joint tactical operations and exercises.

CURRICULUM

THE JOINT AND COMBINED STAFF OFFICER COURSE

The Joint and Combined Staff Officer Course is made up of eight general areas of study. These areas, referred to as programs, are generic groupings of courses that deal with similar activities or subjects. The courses provide an understanding of joint-combined operation planning in light of U.S. military capability and the environment in which it operates.

The curriculum outlined below is presented in topical rather than chronological sequence. Instruction is scheduled to provide successively higher learning experiences. Lectures and other activities are interspersed among instruction sessions to add depth and variety to the curriculum.

Program One—Orientation and Administration. This program presents preliminary information about the curriculum. It includes various ceremonies and briefings on policies and procedures to orient the student to the college.

Program Two—Joint and Combined Operations Planning. This program teaches joint and combined planning as a logical process using two subprograms, Joint Planning and Joint Operations.

Joint Planning emphasizes the phases of the joint planning process in the step-by-step development of a common scenario. The students learn and practice the techniques of deliberate and time-sensitive planning, including the use of automated data processing systems, as provided by the Joint Operations Planning System (JOPS). The students examine the doctrine, principles, considerations, and techniques used in planning to deploy and employ U.S. Armed Forces. The subprogram starts with the study of organization and command relationships in the U.S. military command structure and NATO. It continues with the students learning and practicing the procedures of concept development, plan development, and review of the generated products by JCS and the joint planning community in a deliberate planning environment. It concludes with learning how plans are maintained and how the system functions when a crisis arises and time is critical.

The Joint Operations subprogram has two exercises which allow the students to demonstrate their knowledge of joint and combined operations. A realistic scenario provides a basis for demonstrating the deliberate planning and crisis action systems by planning and wargaming a joint operation. The second exercise examines the military, psychological, economic, political, and geographic aspects of combined operations in the North Atlantic Treaty Organization.

Program Three—International Studies. Familiarizing the students with the broad international environment in which joint and combined forces operate, and using seminar

discussions and lectures by guest speakers, this program examines factors affecting the formulation and execution of national policy and strategic planning. Specific international areas are covered by additional guest speakers throughout the curriculum.

Program Four—*Defense Management*. Three courses teach DOD management systems, leadership/management theories and practices, and computer information systems. The Defense Resources Management Course investigates the process used by the Defense Department to allocate and manage its resources. The Professionalism and Leadership Course surveys motivational theory, examines situational leadership theory, and affords students the opportunity to identify their prevailing leadership styles. It encourages students to develop an increased understanding of social changes and contemporary social issues within the armed Services. The Computer Information Systems Course improves student comprehension of the capabilities of computers and their value to military managers.

Program Five—*Self-Assessment*. In this program, the students assess their careers, personalities, values, and attitudes. They develop long-range and short-range personal goals and objectives. The students examine their personal motivations, attitudes, and values, and how these influence their interaction with others.

Program Six—*Communicative Arts*. Focusing on improved communicative skills essential to the successful staff officer, this program gives students an opportunity to improve individual writing, reading, and speaking skills. The Major Writing Exercise requires the student to research, organize, and prepare a 3,000-word paper on a military topic. In addition, students write a leadership paper and a variety of staff action papers. All students give oral briefings to senior officers in realistic scenarios. Selected students who need English review attend a 12-hour refresher Advanced Composition Seminar and then write a somewhat shorter paper. All papers receive individual critical evaluation.

Program Seven—*Electives*. This program offers courses of study beyond the Core Curriculum to enhance the professional development of midcareer officers.



Library, Armed Forces Staff College

Program Eight—U.S. Military Forces. This three-week program introduces U.S. Army, Navy, Marine Corps, Air Force, and Coast Guard missions, organizations, and major capabilities.

Allied Officer Orientation. This orientation acquaints allied students attending the Joint and Combined Staff Officer Course with political, social, economic, cultural, and geographic aspects of life in the United States. It includes information on the administrative, operational, and social aspects of the college. Lectures are presented on U.S. history, government, and foreign policy. Several field trips allow students to study and observe municipal, state, and national government organization and functions.

ELECTIVES

Each student is required to enroll in an elective course designed to increase his or her knowledge and improve abilities in a selected area of study. Courses may vary in length and structure, and range in content from those directed toward improving communications skill to those which will enhance the student's ability to deal effectively with the demands of command. Courses currently available are described more fully in a following section.

THE JOINT COMMAND, CONTROL, AND COMMUNICATIONS STAFF AND OPERATIONS COURSE

This course indoctrinates nontechnical personnel who are being assigned to positions associated with joint command, control, and communications (CR) operations within the defense establishment. As the CR environment is diverse and broad in scope, no attempt is made to train students to perform a specific CR job or task. Instead, the course is designed to acquaint personnel with the wide range of CR operations that extends through the national, theater, and tactical levels of command. Emphasis is placed on the procedures associated with current CR systems used to support the national command authority and the major commanders who control our military forces. This course supports the college objective by providing a broad understanding of joint CR procedures to selected military officers and DOD civilian personnel.

The presentations are primarily lectures with discussion and question-and-answer sessions. The CR course faculty is augmented by instructors of the Joint and Combined Staff Officer Course and by guests from within the CR community who have detailed knowledge and expertise. Students make a one-week trip to command and control facilities within the Washington area which serves to reinforce classroom instruction and also gives the students a clearer picture of key command and control operations. Other field trips go to local area command and control facilities such as the Atlantic Command Center and components of the National Military Command System.

THE JOINT ELECTRONIC WARFARE STAFF OFFICER COURSE

The course is specifically intended to prepare students for duty as joint or combined electronic warfare (EW) staff officers, or Service EW officers operating in a joint environment, and to acquaint them with the coordination of joint EW activities and programs at the unified command or joint task force level. Within the broad and diverse spectrum of EW, emphasis is placed on terminology, Service EW operational doctrine, organizations and equipment, and joint EW operations and exercise planning considerations.

The presentations are primarily lectures with discussion. The EW Division faculty is augmented by instructors of the Joint and Combined Staff Officer Course and by guest lecturers from various agencies and commands who are actively involved in EW activities and have pertinent knowledge and experience. Visits to local EW-related activities and presentations by guest speakers are added on a class-by-class basis as available. Two hours are allotted for student discussion or presentations of current assignment responsibilities and EW perspectives.

OTHER COURSES

Joint Planning Orientation Course (JPOC). This is a 20-hour course designed to provide a grasp of joint planning to staff officers who are generally familiar with staff operations and who anticipate a joint or combined staff assignment. The course highlights the JOPS procedures, with major emphasis on peacetime deliberate planning and the crisis action system.

Reserve Officer Orientation Course. This orientation is a two-week active-duty period for selected officers of U.S. Reserve components. They participate in portions of the Joint and Combined Staff Officer Course curriculum, including Organization and Command Relationships, Formulation of National Strategy, and Defense Resources Management. They also complete the JPOC.

Flag/General Officer Seminar on Joint Planning. This three-hour seminar is designed to give flag and general officers an understanding of the deliberate planning process as accomplished through the JOPS, the related crisis action system, and the joint deployment system. The seminar also covers recent and proposed changes to the joint planning process.

Theater Electronic Warfare Orientation Course (TEWOC). This is a 21-hour course designed to acquaint staff and operational personnel in a theater of operations with the factors to be considered for integrating EW in joint tactical operations and exercises. The TEWOC is directed toward not only those in identified EW billets but also officer and enlisted personnel whose duties in plans, operations, communications-electronics, and intelligence could be enhanced by knowledge of Service EW policy, doctrine, organizations, and systems capabilities leading to the integration of EW in joint operations and exercises. It is specifically for U.S.-only audiences in the U.S. Pacific and Southern Commands.

Combined Electronic Warfare Orientation Course (CEWOC). This 21-hour course has the same objectives and scope as the TEWOC. However, it is a releasable version of the TEWOC designed to provide annual in-theater instruction to combined U.S./Japanese and U.S./Korean military audiences.

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	AUG	SEP	OCT	NOV	DEC	JAN
ORIENTATION WEEK	■					
ARMY WEEK	■					
AIR FORCE WEEK		■				
NAVY/MARINE CORPS WEEK		■				
SOVIET AWARENESS		■				
SELF-ASSESSMENT	■	■				
ORGANIZATION AND COMMAND RELATIONSHIPS		■				
NATIONAL STRATEGY		■				
DEFENSE RESOURCES MANAGEMENT			■			
INITIATION AND CONCEPT DEVELOPMENT			■	■		
COMPUTER INFORMATION SYSTEMS		■				
PROFESSIONALISM AND LEADERSHIP				■		
NATO/COMBINED OPERATION				■		
PLAN DEVELOPMENT/ CRISIS ACTION SYSTEM					■	
SECURITY ASSISTANCE			■			
JOINT PLANNING PROBLEM						
OTHER EVENTS						
		RESERVE OFFICER ORIENTATION			CHRISTMAS HOLIDAYS	GRADUATION WEEK

AFSC CLASS 77 SCHEDULE

	FEB	MAR	APR	MAY	JUN	JUL
ORIENTATION WEEK	■					
SELF-ASSESSMENT	■					
ARMY WEEK	■					
AIR FORCE WEEK	■					
NAVY/MARINE CORPS WEEK	■					
SOVIET AWARENESS		■				
ORGANIZATION AND COMMAND RELATIONSHIPS		■				
NATIONAL STRATEGY		■				
DEFENSE RESOURCES MANAGEMENT			■			
INITIATION AND CONCEPT DEVELOPMENT			■	■		
COMPUTER INFORMATION SYSTEMS		■				
PROFESSIONALISM AND LEADERSHIP				■		
NATO/COMBINED OPERATION				■		
PLAN DEVELOPMENT/ CRISIS ACTION SYSTEM				■		
SECURITY ASSISTANCE		■				
JOINT PLANNING PROBLEM					■	
OTHER EVENTS		RESERVE OFFICER ORIENTATION			GRADUATION WEEK	

PART IV
POLICIES
AND
OPTIONS

UNIVERSITY POLICIES AND PROCEDURES

The principal policies and procedures applicable to all NDU students include the following:

- *Security*—All necessary steps are taken to meet Government standards of security in safeguarding classified material, individual safety, and personal property. These provisions include use of controlled access, guards, personnel identification, and employment standards that are adequate to prevent unauthorized disclosure or loss of classified material and to enhance the welfare of University members.
- *Nonattribution*—Presentations by guest speakers, seminar leaders, and panelists, including renowned public officials and scholars, constitute an important part of University curricula. So that these guests, as well as faculty and other University officials, may speak candidly, the University offers its assurance that their presentations at the colleges, or before other NDU-sponsored audiences, will be held in strict confidence. This assurance derives from a policy of nonattribution which is morally binding on all who attend: without the expressed permission of the speaker, nothing he or she says will be attributed to that speaker directly or indirectly in the presence of anyone who was not authorized to attend the lecture.
- *Public affairs*—The Public Affairs Officer, acting on behalf of the NDU President, has primary staff responsibility for processing information requests, and serves as the focal point for contacts by the National Defense University. The University will provide maximum allowable information consistent with the letter and spirit of the Freedom of Information Act. Release of information is limited by restrictions necessary to safeguard national security.

A student research paper prepared in response to official requirements of the National Defense University is the property of the U.S. Government. Any request received by the National Defense University for public release of a specific research paper will be considered on an individual basis in accordance with the provisions of the Freedom of Information Act.

- *Equal opportunity*—Students are selected for attendance at the National Defense University by their organizations or Services. These selections are based on the qualifications and potential of the individuals and not on race, sex, or religion. Concomitantly, all members of the NDU staff and faculty are employed under Government standards of equal opportunity.

- *Uniforms*—Military personnel will wear either the Service duty uniform or appropriate civilian attire (business suit or conservative sports coat with tie), except when directed otherwise by competent authority. The uniform with blouse is mandatory on the following occasions: during visits by a four-star flag or general officer or the civilian equivalent within the Department of Defense; when receiving or escorting distinguished visitors, including allied and other foreign visitors; when participating in a platform presentation as a speaker, introducer, or moderator; when a Distinguished Lecture Program speaker is scheduled to make a presentation; or when directed in the weekly schedule or by separate memorandum by the NDU President or the college commandant.

Nonmilitary male personnel will wear suit or sports coat with tie. The jacket and tie are optional during the summer months. Female students will dress with equivalent suitability.

- *Attendance and hours*—The University operates on a five-day work week, Monday through Friday, except for legal holidays. Staff and faculty hours are generally 0800-1630, while student hours are prescribed by their weekly academic schedules. On occasion, evening programs may be included. Students are required to attend all classes and to participate in appropriate academic functions unless prevented by illness or emergency. The University expects that students will take full part in its program until the end of the academic year. Early departures are not permitted. All components will observe an academic recess over the Christmas holiday period. Students will remain in a duty status but will not be required to report to school. Those planning to be away from their local area of residence for more than 72 hours are required to take leave. For ICAF, NWC, and DODCI students, the local area of residence is the Washington metropolitan area; for AFSC students, it is the Tidewater area.

- *Degree program activity*—ICAF offers the opportunity to participate in a cooperative degree program with The George Washington University, leading to the degree of Master of Public Administration. This permits the substitution of degree credit courses, conducted by The George Washington University, for ICAF elective courses, enabling the student to earn 18 hours of credit for the six courses.

The complete cooperative degree program consists of 42 credit hours, 12 of which may be earned for the Core Curriculum by validation examination. The remaining 12 credit hours of course work are offered at ICAF during summer following graduation.

Further information will be provided during the orientation period.

Students who are registered in other advanced degree programs may be permitted to offer degree credit courses in lieu of ICAF electives. These courses must be in subject matter relevant to the ICAF curriculum and mission. Degree work in addition to the full course workload of the ICAF curriculum will not be permitted.

Resident students of the other two colleges may enroll in local civilian university postgraduate programs providing such study does not interfere with their full participation in NDU programs. The Washington and Norfolk metropolitan areas offer numerous graduate program opportunities. Interested students may obtain additional information on these programs from their permanent faculty advisers or representatives of the academic community.

Fort McNair

The Fort McNair campus offers a full range of educational, social, and recreational opportunities. Students have access to a wide variety of cultural resources and Government facilities owing to the campus location in Washington, D.C. Moreover, the close proximity of the Inter-American Defense College allows NWC and ICAF students the opportunity to form ties with Latin American students through *Operacion Amistad*, which encourages mutual social events, home hospitality, and activities in the community.

Programs such as the Distinguished American Lecture Series, the Kermit Roosevelt lecture, Distinguished American Seminars, and Distinguished Visitors Day bring eminent speakers and prominent citizens to the Fort McNair campus. Students have the opportunity to meet and talk with many of these individuals during colloquia and luncheons.

Students of both the Industrial College of the Armed Forces and the National War College participate in field studies, a program in which small groups travel to various parts of the United States and overseas sites. At their destinations, students not only visit defense installations and industrial firms but discuss security-related or management issues at the ministerial or chief executive levels.

A wide range of athletic activities is available throughout the academic year. Competition between the resident colleges invites involvement in 13 sports, including basketball, softball, tennis, and volleyball. In addition, intramural softball is a popular student pastime and the annual Jim Thorpe Sports Day gives students the opportunity to compete with the other senior Service schools at the Army War College in Carlisle, Pennsylvania, in a broad array of athletic events.

Each college sponsors a women's club. In addition, evening social programs are organized by geographical locations to serve students who live in widely dispersed sections of the Washington metropolitan area.

The Norfolk Campus

Students at the Norfolk campus have the benefit of being part of an inter-Service, international student body. Also, the Norfolk metropolitan area affords convenient visits to numerous military and government installations, educational institutions, and cultural and recreational facilities.

A full spectrum of activities is designed to offer students and their families a variety of rewarding experiences. Students, staff, and faculty at the Staff College are automatically members of the AFSC Officers' Club. No dues are charged. The AFSC Women's Club sponsors a complete social, craft, and recreational activities program, including a

welcome coffee and periodic luncheons. Youth activities, which are supervised with the assistance of parents, students, staff, and faculty, include Brownie and Girl Scouts, Cub and Boy Scouts, Junior Rifle Club, Judo Club, Bowling, Youth Soccer, and Teen Club.

A year-round program of athletic activities is conducted for students, staff, faculty, and families. The college organizes leagues made up of seminar teams for volleyball, softball, and bowling, plus tournaments for individual sports such as tennis, handball, and golf. AFSC also sponsors athletic awards programs to recognize excellence in badminton, bowling, golf, handball, racquetball, softball, squash, table tennis, and volleyball.

The Guest Speaker Program provides instruction not available through other forums. As is the policy throughout the University, guest lecturers are encouraged to present their views in an environment of academic freedom and responsible intellectual inquiry. Students have the opportunity for closer contact with the visitors through question-and-answer periods and luncheons.

Students at the Norfolk campus may sharpen their verbal skills by entering the college speaking contest. In addition, authors of research reports, military essays, and case studies whose papers are selected as the best in each category are appropriately recognized at graduation. Furthermore, the best of another group of essays, on leadership, is awarded recognition at graduation.



University President greets visiting Secretary of State George P. Shultz

LIST OF ELECTIVE COURSES

NATIONAL DEFENSE UNIVERSITY ELECTIVE COURSE DESCRIPTIONS

NOTE: *Some of the following courses may be unavailable for various reasons; some electives may also be added.*

DECISION SUPPORT SYSTEMS (110-139)

110 COMPUTER-ASSISTED METHODS FOR EXECUTIVE DECISIONMAKING (Fall and Spring)

This foundation course is designed to acquaint students with several relevant computer applications of quantitative decisionmaking tools, or as a refresher. Its purpose is to show defense policymakers how to be critical consumers of quantitative analyses and how to use computers as aids in their decisionmaking. The course develops computer-assisted quantitative skills for application in the Core curriculum and introduces tools and approaches useful for senior DOD and other Government managers. The course is focused on several applications of these tools to actual problems. The course uses the Kaypro microcomputers in a lab environment about one class out of two. Students will cover relevant applications involving decision analysis, statistics, and forecasting models. Completion of the introductory sessions in August is desired.

113 PERSONAL FINANCIAL PLANNING (Fall and Spring)

This course is designed as a review or to acquaint the student with several vital aspects of personal financial planning. It covers financial planning from the point of view of assessing your personal financial situation, dealing with taxes, and developing a personal investment strategy. The Kaypro microcomputer is used in a lab environment to assist in calculations required for the course. Approximately one class period in three will be a computer laboratory exercise. Completion of the introductory sessions in August is desired.

114 MICROCOMPUTER PROGRAMMING (Fall)

This is a course in computer programming fundamentals designed to provide the student with tools to write and debug programs with a minimum of effort. The student is provided hands-on experience with a microcomputer using the BASIC programming language and is introduced to higher-level programming languages. Advanced structured programming techniques will be featured. No prior computer experience is required. Completion of the introductory sessions in August is desired.

115 A MANAGER'S INTRODUCTION TO COMPUTERS (Fall and Spring)

A foundation course in computer fundamentals directed toward the manager-user who must rely on an automated information system to support his/her function. Topics of the course include capabilities of computers, their limitations and applications, machine architecture, the state-of-the-art computer hardware and software, security issues and the "hands-on" writing of computer programs using the BASIC programming language. The purpose of the course is three-fold: to close the communication gap between the computer specialist and the manager, and to explore potential problem areas in the ever-changing field of ADP and extend to managers possible preventives for and solutions to these problems. Those taking this course will be issued TI-700 terminals which will link by telephone to a minicomputer at the Navy Yard. There are no prerequisites to this course.

120 DECISION ANALYSIS FOR EXECUTIVES (Spring)

Decision Analysis offers an approach to assist in structuring complex problems, codifying judgmental inputs, and making trade-off analyses. It is a tool especially suited for senior-level decisionmakers. This course examines basics including the types of decision analysis, problem formulation, quantification of subjective inputs, evaluation of alternatives, and trade-off analyses. Several applications are examined in detail as part of the course. Wherever possible, computers will be used to assist in computations and sensitivity analyses. Prerequisite is completion of the 110 course or permission of the instructor.

121 MODELS FOR DEFENSE DECISIONMAKING (Spring)

This intermediate course examines the utility of simple regression and forecasting models to aid decisionmaking in various policy areas. The policy areas covered include prediction of political instability in less developed countries, economic growth and military spending in those countries, and voting in Western democracies. The modeling techniques developed use multiple regression analysis and its application to time series data. The course entails several computer laboratory sessions utilizing various programs. A politico-military data base is available for student use. Completion of the introductory sessions in August is desired.

123 FUNDAMENTALS OF RESEARCH DESIGN (Fall and Spring)

This foundation course teaches basic skills in the research process beginning with problem statements and hypothesis formulation. It then deals with the construction of operational definitions, scaling and tests of reliability, and validity of research variables. These concepts are useful in specifying pairs of research variables for hypothesis testing, simple regression, and the efficient design of sampling experiments. Special attention is given to sample survey design for micros and to construction and use of small data files. The course will utilize a computer laboratory containing politico-military data files and statistical analysis programs useful in the production of Strategic Study Papers and Mobilization Study Papers (SSPs and MSPs). Completion of the introductory sessions in August is desired.

**125 MILITARY THEORY, MILITARY HISTORY,
AND WAR GAMING
(Spring)**

The purpose of this course is to show how the foundation of all significant military theory and doctrine for the past two centuries has been an understanding of the significance and relevance of military history as "the laboratory of the soldier." It is shown, through numerous examples from World War II and the Middle East wars, that the importance of this relationship has not declined in the day of sophisticated weapons incorporating modern technology but has if anything become even more important. The course establishes that computerized combat models and war games can contribute reliably to planning and doctrinal development in the future only if related to a coherent military theory grounded in historical experience. The current and continuing significance of the theoretical work of Karl von Clausewitz and J. F. C. Fuller is shown. The Qualified Judgment Model is discussed as an example of how a war game can be developed and validated from analysis of recent historical experience.

**126 AUTOMATED INFORMATION SYSTEMS CONCEPT
DEVELOPMENT AND DESIGN
(Spring)**

The primary objective of this elective is to impart a sound understanding of analysis and design concepts so that functional and military managers can better direct and participate in the development of an automated information system and improve their communication with ADP personnel. The course is intended for the student whose future assignment will require a knowledge of how to define information requirements, analyze an existing system to determine its deficiencies, and design a system to solve information needs not being satisfied. It features lectures and discussions integrated into a case study. The case work is accomplished using the team concept. The course emphasizes structured analysis and design techniques, use of specific design methodologies, and system development tools.

**128 INFORMATION TRANSFER TECHNOLOGY
(Spring)**

This course concentrates on the technology of information transfer. It provides the student with a working knowledge of the current technology of information input, transmission, and output, as well as the policy issues relevant to communications systems. Course content will include an introduction to telecommunications development and basic transmission technology, characteristics of telephone networks, basic networks, and satellite communications. Management and policy issues covered include the structure and regulation of the U.S. telecommunications industry, communications security, command and control, and DOD management of communications. The course is designed for the student with little or no experience in dealing with high-technology information-handling systems.

**129 MICROCOMPUTER APPLICATIONS
(Fall and Spring)**

An intensive, hands-on foundation course which, using computers, will introduce students to selected computer applications of file management, electronic spread sheets, text processing, and telecommunications. While classroom content must include adequate coverage on mechanics of the

system to allow the novice computer user to become proficient, lectures are intended to provide students with an overview and appreciation of information resources management problems and applications in their future assignments. Budget limitations permitting, students will be issued microcomputers to use for the duration of the class. This course is complementary with course 115 and does not require it as a prerequisite.

EXECUTIVE DEVELOPMENT (150-159)

150 EXECUTIVE WRITING

(Fall and Spring)

The ability to write and edit effectively is an important element in the responsibilities of senior commanders, executives, and staff officers. It is possible—even in a bureaucracy—to write so that the recipient reads a message entirely, understands it, and dispassionately considers it. This is a course in practical writing as opposed to one in literary composition. Practical writing seeks to inform, instruct, or convince, rather than provide the reader with an aesthetic or emotional experience. First-rate practical writing and editing are skills that cannot be acquired in a hurry or without disciplined practice. Nevertheless, at the end of this course, the student should have substantial competence in putting thoughts on paper with greater clarity and coherence. The student should also be able to edit effectively.

155 EXECUTIVE HEALTH AND FITNESS

(Fall and Spring)

The role of health and fitness in a typical executive lifestyle is examined in this course. The primary objective of the course is to provide sufficient information to enable each student to develop a personalized exercise/dietary fitness program under professional supervision. In addition, attention is given to developing sound exercise programs for one's subordinates and colleagues in the military Services and civilian agencies. Course topics include coronary heart disease risk factors such as HDL and LDL cholesterol, hypertension, and smoking; body composition in determining optimal fat/lean body mass ratios; oxygen transport and utilization during aerobic and anaerobic work; exercise as a psychological adjunct in reducing stress; acute and chronic responses of the human body to exercise; energy cost of selected popular activities; and temperature regulation and acclimatization to exercising in hot and cold environments.

156 OPTIMIZING EXECUTIVE POTENTIAL

(Fall and Spring)

Employing the principles of psychocybernetics, psycholinguistics, and self-image awareness and development, this course explores the processes of motivation, change, and creativity in terms of their potential application to executive functions. This course utilizes the videotape series, "New Age Thinking," by Louis E. Tice, founder and president of the Pacific Institute, and consultant to numerous businesses, educational institutions, and professional athletic teams. It is for those who are interested in new concepts, self-examination, and experimental growth.

157 CREATIVE THOUGHT: AMERICAN LITERATURE AND WARFARE

(Fall and Spring)

This course analyzes timeless, thought-provoking, controversial works that have shaped the way Americans see themselves and the profession of arms—*Billy Budd* by Herman Melville, *The Caine Mutiny Court Martial* by Herman Wouk, *Catch-22* by Joseph Heller, *Fields of Fire* by James Webb, and selections from *Poems, 1957-1967* by James Dickey. The authors are five popular, influential writers with firsthand knowledge of the armed forces—Melville, one of the most significant novelists of the nineteenth century, whose critical thought about the Navy is an important part of his fiction; Wouk, Pulitzer Prize winner who spent three years on destroyer-minesweepers in the Pacific in World War II; Heller, B-25 bombardier whose first novel sold over 5 million copies; Webb, Marine company commander whose first book was called the best Vietnam war novel; Dickey, fighter pilot in World War II and Korea, and winner of the National Book Award in poetry. The course consists of seminar discussions of the works and their themes, supplemented with other materials such as the *Caine Mutiny* movie.

180 GLOBAL WARGAMING: STRATEGIC PLANNING, MILITARY OPERATIONS, AND LOGISTICS

(Fall and Spring)

This elective is offered by the staff of the NDU War Gaming and Simulation Center. The course will employ the computer-assisted Strategic Assessment System (SAS) for play of a crisis situation which develops into global war. Students will perform contingency planning and consider mobilization options during a period of developing crisis. They will then conduct joint and combined military operations during the course of a global strategic conflict between the superpowers and their alliances. **MOST OF THE COURSE SESSIONS WILL BE DEVOTED TO PLAY OF THE GLOBAL WARGAME.** The actual warfighting portion of game play will cover a minimum of six weeks of global war, providing a unique opportunity to examine the strategic impact of logistic shortfalls on combat operations. The SAS methodology is driven in major respects by logistics considerations, and this course will thus provide rare insights into the interactions of strategic military and logistic requirements.

INDUSTRIAL COLLEGE OF THE ARMED FORCES

ELECTIVE COURSE DESCRIPTIONS

ECONOMICS (200-210)

201 MANAGERIAL ECONOMICS (Fall)

Deals with the major principles of contemporary economics as they relate to government and private sector decisionmaking. Special emphasis is placed on the application of economic theories and on the uses of both qualitative and quantitative methods to solve problems in government and industry. Topical areas examined include demand analysis, economic forecasting, productivity, investment and capital budgeting analysis, pricing behavior of firms, and antitrust impacts on resource allocation.

202 ECONOMIC LEVERAGE: FROM SANCTIONS TO WARFARE (Fall and Spring)

Investigates the theory and practice of economic leverage, from trade pressure to economic warfare during periods of conflict. Topics include the theories of international trade, economic imperialism, and the economic dimensions of warfare and will be illustrated with case studies in economic leverage.

203 FISCAL POLICY AND NATIONAL SECURITY (Fall)

Examines contemporary economic theory, concepts, and analytical techniques of fiscal policies that guide the economy toward achieving national economic goals and national security objectives. In addition, the major fiscal functions performed by public institutions within a private enterprise-oriented economy are studied in depth. Tax and expenditure patterns are analyzed to identify their impacts on the allocation of resources and their effect on economic efficiency and growth. Also, the importance of fiscal coordination for international economic stabilization and growth is examined. Student preparation of and reporting on cases in selected areas of public finance are expected.

204 MONETARY POLICY AND NATIONAL SECURITY (Spring)

Considers contemporary monetary theory and the historical development of monetary policy as they affect national security. Monetary policy decisions vital to the stability of the U.S. economy during times of peace or war and their impact on international economic activities and national security are emphasized. Topical areas include monetary and income theory, stagflation, financial markets, the monetary-fiscal debate, role and policies of the Federal Reserve System, linkage of domestic and international money markets, and money as a strategic resource.

206 THE UNITED STATES AND THE DEVELOPING WORLD (Spring)

Examines factors in the development of the Third and Fourth Worlds that are relevant to U.S. economic, political, and security interests. Topics include the evolution of development theories and policies in the past thirty years, the complex economic-social-political nature of development, commodity export dependency and the particular case of oil, and the impact of the present international economic system on development. Issues in the North-South debate on a new international economic order will be examined critically. Guest speakers will lead discussions of key questions on the international environment for development. The course concludes with a series of short student-led seminars on topics related to development.

207 INTERNATIONAL STRATEGIC ECONOMICS (Spring)

Develops major themes of political economy with emphasis on national security implications of the world economic system, especially the upheaval and changing characteristics of today's environment. Examines trade and financial and developmental relationships that link the United States with other members of the world economy. Topical areas include the world economy and the United States, economic strength of the industrial democracies vs. directed economics, the international monetary system, multinational corporations, North-South issues, and East-West trade.

208 INTERNATIONAL FINANCIAL INSTITUTIONS AND PROCESSES (Spring)

Provides a theoretical treatment of international economics and national economic policymaking. Examines the international institutions, processes, and effects of international financial transactions. The focus is global and utilizes a rigorous approach to international financial issues. Issues analyzed and evaluated include fixed exchange rates vs. managed float, arbitrage and speculation, Eurodollar and Eurocurrency markets, intervention problems, multinational debt, technology transfer and comparative advantage, and international and national economic policy interaction. Students are expected to report individual findings on a selected research topic.

209 POLITICAL ECONOMY OF SOCIAL ISSUES (Spring)

A study of economic dimensions of selected social issues in the United States having relevance to the Armed Forces. In a setting of increased competition for resources between defense activities and domestic social programs, this course examines the resource implications of poverty, discrimination, health care, and pollution control. Comparisons are made of alternative policy options currently being considered for helping the poor, caring for the sick, and combatting pollution. The ramified effects on the military Services of some current and prospective initiatives in these areas are addressed.

210 ECONOMIC PROBLEMS OF AMERICAN INDUSTRY (Spring)

Examines problems, current and important, common to most American industries. The issues to be analyzed include changes in the structure of American industry; the role of competition, domestic and foreign; market and nonmarket responses to increased competition; pricing and wage policies; technology transfer and the role of the multinational corporation; and antitrust and industrial policies. These topics are examined from applied and empirical perspectives.

PUBLIC ADMINISTRATION (220-229)

220 THE FEDERAL BUDGET PROCESS (Fall) (half-credit)

Involves the study of Federal budgeting concepts and their relationship to the budget process. Provides an executive-level understanding of agency and departmental budget formulation under Office of Management and Budget (OMB) guidelines. Additional topics include the OMB review leading to the President's budget, congressional hearings, appropriation and expenditure controls, budget execution, and the latest practical applications within the Federal Government.

221 MODERN PUBLIC ADMINISTRATION: ISSUES AND PROBLEMS (Fall and Spring)

Seeks to advance the student's knowledge and understanding of all the principal aspects of administration in the public sector, with primary emphasis on the Federal Government. The objectives of the course are: (1) to acquaint students with contemporary issues and problems associated with decisionmaking in the governmental sector of the United States, (2) to familiarize students with the roles and the relationships of political executives, career public administrators, and other groups in policy formulation and program development, (3) to inform students of the particular requirements and means for organizing and staffing public agencies, and (4) to instill appreciation for the utility and relevance of classical and modern theories of public administration.

222 LAW FOR DEFENSE MANAGERS (Spring)

Presents specific areas of the legal field that the defense manager may encounter. Provides students the opportunity to appreciate the legal process associated with identifying and solving legal problems. Stresses the importance of legal review in the decisionmaking process. Topics covered include installation management law, laws of warfare, legal aspects of public sector labor-management relations, standards of conduct, Federal acquisition law with emphasis on contract disputes and appeals, judicial review of military administrative actions, and recent developments in military criminal law. The course is intended for those possessing little or no formal background in procurement or business law.

223 MOBILIZATION LEGISLATION (Spring)

Examines U.S. laws that authorize and regulate the President in calling a national emergency. Assesses the impact of such legislation in the past and in the present, especially as it affects bureaucratic, presidential, and congressional roles. Analyzes especially the Defense Production Act of 1950, the War Powers Act of 1973, and the National Emergencies Act of 1976. Discusses the lessons regarding the statutory basis for mobilization derived from mobilization exercises since 1978. Identifies and analyzes the major problems and issues that influence legislation now and in the future.

224 POLICY ANALYSIS METHODS FOR ASSESSING DEFENSE REQUIREMENTS (Fall and Spring)

Policy analysis is an evolving field which involves the application of systematic methods from various disciplines to policy problems. This course provides a case study approach to assessing United States defense requirements in terms of these methods. The methods examined include measures of system effectiveness, modelling, balance assessments, and war gaming. The impact of political issues, technology, and competition on defense policy issues is also considered, and the relative roles and interactions developed. The defense areas to be examined include strategic forces (offensive and defensive), the NATO central front, naval forces, and power projection forces.

225 PUBLIC POLICY ANALYSIS (Fall)

Deals with the various concepts, techniques, and processes by which public policy analysis is conducted in the Federal Government. Applies these concepts, techniques, and processes to the political, economic, and social aspects of the U.S. industrial policy/national planning proposals and their implications for national security. Six industrial policy/national planning proponents and opponents will present their respective views and positions, to be followed by class analysis and recommendations, including drafting proposed legislation. Two field visits are planned.

227 THE PLANNING, PROGRAMMING, AND BUDGETING SYSTEM (Spring) (half-credit)

An in-depth inquiry into the planning, programming, and budgeting system (PPBS) in the Department of Defense. Areas covered are how national security policy is translated into military requirements; the use of systematic analysis to make choices; and the values, roles, and institutions related to PPBS. Participants will be provided with the basic tools with which they may operate at an executive level in the PPBS environment.

228 GOVERNMENT AND INDUSTRY RELATIONS (Fall)

A study of the policies associated with the power of the Federal Government to regulate and promote industry. Topics covered include the constitutional powers of the Federal Government to regulate industry, the evolution of these

powers through legislation and judicial interpretation, antitrust law, administrative regulation of business, protection of business, the impact of antitrust and regulatory enforcement on defense contractors, the resultant effect on mobilization and surge capability, and alternatives to present policies and programs.

STRATEGY AND WAR (230-239)

230 TECHNOLOGY AND THE ART OF WAR (Fall)

An examination of the effects of military technology on the way armed forces plan and conduct military actions. Emphasis is on changes in military organizations, logistics, and combat operations. The course discusses the technological dimensions in terms of both deterrence and warfighting. It provides a historical perspective as well as an analysis of current problems and issues associated with the introduction of new weapons and military equipment. The focus is on the links between the products of research and development and their battlefield utilization.

232 GLOBAL RESOURCES AND NATIONAL SECURITY (Fall and Spring)

Examines selected global resources, technologies, and issues that bear on U.S. national security policy, such as exploitation of seabed minerals, use and control of nuclear technology, and international commodity agreements. Addresses the geography, politics, and economics of these global phenomena and methods of conceptualization, analysis, and synthesis. Members of the seminar group are expected to design, explore, and critically assess U.S. policy options and evaluative criteria that bear on the topics selected for intensive study.

233 FUNDAMENTAL IDEAS: CLASSICAL READINGS IN POLITICAL THOUGHT (Spring)

Provides an opportunity for development of greater depth and historical perspective in selected areas of study relating to U.S. national interests and security. Students read from a preselected list of books, including Toqueville's *Democracy in America*, Machiavelli's *The Prince*, and *The Federalist Papers*, and analyze the inherent contributions made by these classics, which have remained relevant over the years and are very much a part of contemporary thinking. Students read and then discuss the books with peers and faculty.

234 FUNDAMENTAL IDEAS: CLASSICAL READINGS IN MILITARY THOUGHT (Fall)

Provides an opportunity for greater depth and historical perspective in selected areas of study relating to U.S. national interests and security. Students read from a preselected list of books including Sun Tzu's *The Art of War*, Mahan's *The Influence of Seapower Upon History*, and Clausewitz's *On War*, and analyze the inherent contributions made by these classics, which

have remained relevant over the years and are very much a part of contemporary thinking. Students will read and then discuss the books with peers and faculty.

**235 POLICY ANALYSIS AND RESEARCH AT THE
NATIONAL SECURITY COUNCIL**
(Fall, second half, and Spring)

Develops the nature of "policy" and its constituents, together with the several different kinds of analytical and organizational techniques necessary to build policy in national security affairs. Covers problem definitions, approaches to the development of options and alternatives in the executive branch interagency system, and the techniques needed to provide advice to the National Security Adviser and the President. The aim of the course is to develop the main themes of analysis of unique and complex national security problems and to address ways of obtaining successful policy analysis (including the handling of crisis), along with descriptions of obstacles and difficulties in imaginative analysis. Lectures, cases, and readings will be used to give the students a grasp of policy, supporting analysis, and execution, as they interact in the NSC.

236 CONTEMPORARY AFFAIRS AND ISSUES
(Fall, second half) (Spring) (one-and-a-half credit)

Designed to encourage a dialogue concerning national security matters of current interest to NDU students, the civilian academic community, and selected special interest groups (i.e., antinuclear, environmental, disarmament). Opportunities to meet with the various groups will be arranged through campus appearances, guest speaker sessions, and classroom visits by selected panel members. As current defense issues are identified, the discussion will develop around such topics as national strategy, military posture, global and regional interests, the volunteer Armed Forces, material and budgetary concerns, and issues raised by visiting groups. Course begins in the second half of the fall semester and continues through the spring semester.

MANPOWER RESOURCES (240-259)

241 THE EXECUTIVE FUNCTION: CONFLICT AND COOPERATION
(Spring)

This executive development course examines a comprehensive theory of cooperative behavior and the origin of the need for cooperation implicit in formal organizations. It examines organizational effectiveness (which is measured against organizational purpose) and organization and individual efficiencies (which are measured against individual motives). Throughout, the course emphasizes and examines, in depth, the executive processes which must relate the organization to its external environment, while simultaneously providing internal satisfactions to its members. Primary attention is given to the role and responsibilities of senior executives in those processes.

242 ANATOMY OF LEADERSHIP: IMAGES AND REFLECTIONS (Spring)

Presents the major theories and concepts drawn from the field of behavioral science which relate to military leadership in the contemporary social environment. Provides an opportunity for students to analyze those factors which have contributed to developing effective leadership models during times of both war and peace. Several retired senior flag and general officers and civilians serve as distinguished expert guest panelists. They provide their perspectives and viewpoints concerning successful applications of the theoretical models of leadership by U.S. leaders in World War II, Korea, and Vietnam. Students are also prompted to make comparisons between U.S. and Soviet perceptions of leadership. Each student is required to write a paper critically analyzing a contemporary application of leadership in the military.

243 ORGANIZATIONAL COHESION IN THE MILITARY (Fall)

Consists of an analytical examination of the nature of group cohesion in the military, and its relationship to military effectiveness. Some of the factors analyzed are policies that affect cohesion, kinds of authority, values of members, ethical standards, the military family, ethnic minorities and women, national will, the all-volunteer force, and grass-roots activities. These factors are examined within the context of the larger society, as its values and attitudes are related to the national security and the military. The course features a balance of theoretical and operational concepts. Students will be required to write a 2,000-word thinkpiece, grounded in research, which deals with one of these factors. (Emphasis will be placed on how military power promotes greater cohesion.)

245 FEDERAL MEN AND WOMEN AT THE TOP: MANAGING FOR PRODUCTIVITY (Fall) (half-credit)

Executive positions in business, industry, and government are no longer the uncontested entitlement of males; women are achieving these upper areas of responsibility in increasing numbers. This elective will focus on men and women at the upper executive levels and assess the difference, if any, in what skills these individuals have. A foundation for this assessment will be viewed from the perspective of men and women as individuals, the organizations for which they work, and the expectations of the environment of which they are members.

246 MILITARY FAMILY STUDIES (Spring)

Examines current research on military families and the impact of policies on them. The correlation between the readiness and retention of military personnel and their families' satisfaction with military life is of concern for all military leaders today. Areas of investigation will include the provision and effectiveness of support services; the cause and effect of isolation experienced by military families; the impact of deployment, separated duty, moving, and overseas duty on the entire family; potential roles for military spouses; and the leader's role in support of families of personnel in his or her command.

247 DOD MANPOWER PLANNING AND MANAGEMENT (Spring)

Examines in detail the Reserve Components of the Army, Navy, Marine Corps, Air Force, and Coast Guard; the mental, moral, physical, and age standards for enlistment and retention; the requirements and capabilities of the Selective Service System; and selected problems associated with conscription. Students will be required to write a 1,500-2,000 word paper, dealing with one of the problems associated with conscription. The paper will contain the student's suggested recommendations for dealing with the particular problem.

248 FOREIGN MILITARY MANPOWER SYSTEMS (Fall)

Examines manpower and personnel management systems in the regular and reserve components of selected allied nations, with special emphasis on Israel, West Germany, and Canada. Recruitment, training, commissioned and noncommissioned officer development are discussed along with other matters that may be of special interest. Mobilization issues are given special attention.

251 THE COMMANDER AND THE MEDIA (Fall and Spring) (half-credit)

Through a combination of instruction and extensive practical exercises, this course increases personal skills for dealing with media representatives. Students assume the role of a commander in several ongoing case study scenarios, meeting press and television reporters in various situations, and reviewing their performances via videotape recordings under professional guidance. The course may be matched with another half-credit course offering to achieve full credit, or taken as an overload course, since there are no homework requirements.

252 MEDIA TECHNIQUES (Spring) (half-credit)

Designed as a follow-on for the *Commander and the Media*, but, with the instructor's permission, may be taken without having completed *The Commander and the Media*. It provides additional practical work (television studio interview), includes student reports and discussion, and features a military public affairs official and a representative of the media as guest speakers.

256 CREATIVITY: CONCEPTS AND IMPLEMENTATION (Fall)

Addresses creativity (new and useful alternatives for meeting old and new problems), the role innovation can play in recognizing and grasping opportunities that continually face large industrial and bureaucratic organizations, and the importance of understanding the creative process, the creative person, the creative product, and the situation ripe for innovation. Seeks to explore the latest frontiers of the creative individual, the creative group, the creative organization, and creative leadership. The purpose is to provide a forum to discuss new approaches in applied creativity. Focuses on

the mechanics of creativity, the management of innovation, the recognition of personal and organizational inhibitors to creative thinking, and the understanding of varied creative development technologies.

**257 CREATIVITY: APPLICATIONS IN PROBLEM-SOLVING AND
DECISIONMAKING**
(Spring) (half-credit)

An adaptation of Elective Course 256, *Creativity: Concepts and Implementation*, which concentrates on application. It introduces and describes the nature of and usefulness of the psychological components of the creative process and the function of the brain as it relates to creativity. Creative problem-solving and decisionmaking are introduced through involving the student in applying the systematic Parnes-Osborne method. The principal focus of this method is on idea generation as the key to solutions of complex problems and difficult decisions, wherein federal sector examples will be used. Readings, discussion, and directed practice lead the student to solve a problem he or she has chosen.

MATERIAL AND INDUSTRY (260-279)

261 DEFENSE SYSTEMS ACQUISITION
(Fall) (half-credit)

Designed primarily for the student who has little or no experience in defense systems acquisition. It provides an overview of the formalized systems acquisition process and its underlying philosophies, concepts, and application in the Department of Defense. Topics covered include the evaluation of systems acquisition management, the systems approach, the systems life-cycle, defense systems acquisition cycle, techniques of defense project management, and major problems and issues associated with the acquisition process.

262 DEFENSE CONTRACTING
(Spring)

Designed primarily for the student who has had little or no experience in the world of defense contracting. Students become familiar with the major policies guiding defense procurement and develop a knowledge of the concepts and principles, language, and functions involved in defense contracting. Current problems and issues will be addressed.

265 STRATEGIC MOBILITY
(Fall) (half-credit)

Provides an overview of the major issues affecting strategic mobility. Assesses the status of Service programs designed to overcome shortfalls. Emphasis is placed on the ability to deploy and sustain forces in all theaters. The goal is to acquaint the student with the size of the mobility requirement, the current mobility capability, the planning interface for determining medical evacuation requirements, and the adequacy of existing improvement programs.

266 DEFENSE CONTRACTOR MARKETING STRATEGIES
(Fall) (half-credit)

Provides a perspective from the defense contractors' viewpoint on the weapons systems acquisition process. It is specifically designed to provide an understanding for Government representatives of what the contractor does and the problems he encounters during the life cycle of a weapons system. Topics to be covered will include: information gathering; analyzing the customer; competition and marketing forces; proposal preparation (planning, costing, and pricing, draft RFPs); subcontractors; keeping the award "won" (relationships with the program office, DOD, and the Congress); interim contractor support vs. organic maintenance; etc. Designed for the student with some familiarity with the weapons systems acquisition process.

267 LOGISTICS MANAGEMENT: ISSUES AND PERSPECTIVES
(Spring)

An executive-level study of logistics as it is practiced in the Department of Defense. Emphasizes the joint approach, but also treats logistics issues within the Services. Selected logistics practitioners from DOD present current logistics issues affecting their agencies and discuss command and managerial actions being taken to resolve these issues. Individual topics are chosen to provide coverage across the spectrum of logistics functions.

270 FINANCIAL MANAGEMENT IN INDUSTRY
(Fall)

Provides an understanding of the financial management systems utilized to control industrial and bureaucratic organizations. Specifically designed to help public-sector managers understand the financial orientation of the industrial manager. Students analyze financial reporting practices in order to comprehend fully the capacity of industrial firms to support DOD requirements for weapons systems, commodities, and services under peacetime and wartime conditions. Students learn the techniques of financial analysis, and apply them in a paper analyzing the financial situation and capabilities of a particular firm.

NATIONAL WAR COLLEGE

ELECTIVE COURSE DESCRIPTIONS

INTERNATIONAL POLITICS AND ECONOMICS (300-319)

302 RELATIONS AND POLICIES AMONG NATION-STATES: THE UNITED STATES EXPERIENCE (Fall)

An examination of selected issues and strategies as perceived by the United States relating to the uses of outer space, armed conflict, prisoners of war, uses of the seas and Antarctica, human rights, terrorism, proposals for a new international information order, role of the United Nations, and relations with allies and adversaries. Emphasis will be placed upon decisions and the policy framework relating to treaties and international agreements, and upon the emergence of legal restraints on the conduct of activities among states. The issues will include both current problems and historical precedents.

303 NEGOTIATING PRINCIPLES AND PRACTICES (Spring)

An examination of negotiating principles and practices, their application in different negotiating styles with emphasis on the differences between Soviet and U.S. approaches; and the role of negotiations in diplomacy and developing national security policy. The focus of the course will be on the design of negotiating strategies and the conduct of negotiations.

305 PROCESS OF CHANGE AND FOREIGN POLICY (Fall)

An examination of the relationship between foreign policy and the process of change in selected countries of interest to the United States. The course will focus particularly on situations of rapid change or severe instability, other countries' responses to them, and on the types of pressures generated for U.S. policy responses. Case studies will be used to illustrate problems of policy and perspectives involved in coping with rapidly changing situations or in attempting to defer sought-after changes. The merits of alternative policy approaches will be analyzed to identify common principles potentially applicable to future modernization, economic and social development, or sharp change in political situations.

306A-B TRANSNATIONAL ISSUES (Fall and Spring)

An examination of critical selected transnational issues, such as population growth, food and hunger, health and education, energy and other natural-resource demands, cross-border ecological problems, refugees, etc. Special attention will be given to the requirements for alleviating the impact of these problems and to the design of policies and programs to meet these needs.

DEFENSE POLICY, STRATEGY, AND PLANNING

(320-339)

320 OUTER SPACE: PEACEFUL AND MILITARY APPLICATIONS (Spring)

The purpose of this course is to provide background with respect to the policy of the United States and other states associated with activities in outer space. The policies of all states extend into their military and peaceful activities. Moreover, these activities are interrelated and interdependent because the technologies needed for outer space—for launching, orbiting, and maneuvering space objects—do not differ substantially for military and peaceful purposes. Because outer space is perceived as a major arena associated with the security of nations and of efforts they devote to self-defense, the military efforts of the United States, its friends, and adversaries are emphasized.

321 CHANGING NATURE OF WARFARE: PRE-20TH CENTURY (Spring)

A historical examination, by means of case studies, of the evolution of warfare and the different forms it has taken, from Thucydides to the Boer War, including the observations of Clausewitz. The correlation between political ends and military means is stressed. The course method consists of reading and class discussion to gain insights into current problems.

322 CHANGING NATURE OF WARFARE: 20TH CENTURY (Spring)

An historical examination, using case studies, of different kinds of wars in the 20th century, how they have evolved and been prosecuted; includes the theories of Mahan, Douhet, and Brodie. The correlation between political ends and military means is stressed. The course method consists of reading and class discussion to gain insights into current problems.

323A-B APPROACHES TO STRATEGY AND STRATEGIC ANALYSIS (Fall and Spring)

An examination of strategy as a discipline or field of study. The focus of the course will be on various theories and concepts of strategy, qualitative and quantitative approaches to strategic analysis, and the logical and conceptual requirements fundamental to strategy development.

324 ARMS CONTROL AND NATIONAL SECURITY (Fall)

An examination of arms control as an element in national security policy and strategy. The course will focus on arms control as a means and as an end with special emphasis on the lessons to be learned from selected arms-control negotiations, e.g., START, SALT, MBFR, Nuclear Test Ban, incidents at sea, and others; and on the prospects for success in arms control.

327 INSURGENCY AND REVOLUTION
(Fall)

A systematic comparative examination of historical and contemporary insurgencies with respect to their goals, strategies, and techniques. The strengths and weaknesses of the various cases are analyzed in terms of environment, popular and external support, organization, unity, and government response.

329 NATO: THE MILITARY PERSPECTIVE
(Spring)

An examination of NATO's history, organizational structure, capabilities, and strategy. The major emphasis will be on NATO's military strategy: its strengths, weaknesses, constraints, and reinforcement and employment issues. The course includes an assessment of the capabilities of the Warsaw Pact and the nature of the threat it poses.

330 NAVAL STRATEGY
(Fall and Spring)

A critical analysis of ideas and events to afford a surer sense of how navies can be used, to identify what elements are critical to their success, and to sharpen perceptions in the analysis of strategic proposals. To build a set of ideas which are then tested against current naval issues, the course uses what naval philosophers have written and how navies have been used. Students are expected to develop an intellectual framework with which they can confidently assess any naval strategy.

331 STRATEGIC PLANNING: FORCE EMPLOYMENT PLANNING
(Fall)

An examination of the process, content, and problems of force employment planning from the perspective of the unified commanders. The course will focus on the guidance that has been given the theater commanders for the preparation of operation plans and how the commanders have implemented that guidance.

332B STRATEGIC PLANNING: COMBINED OPERATIONS
(Spring)

This course is an examination of the unique problems of coalition warfare, or more specifically of combined combat operations. Its primary focus is on current problems of combined operations. There are, however, some historical cases as background to the current problems. Although this course builds on the materials from 322A, Joint Operations, that course is not a prerequisite.

333 JOINT AND COMBINED OPERATIONS IN WORLD WAR II
(Fall)

The difficulties involved in carrying out joint and combined operations in World War II are considered in historical perspective while stressing problems of current interest. The course method consists of reading and class discussion.

334 STRATEGIC THOUGHT IN THE NUCLEAR AGE
(Spring)

An examination of critical nuclear-age military issues and strategies utilizing history, ideas of modern strategic thinkers, and case studies. The course will focus on the range of potential conflict from strategic nuclear and limited war to lower levels such as insurgency and terrorism.

339 ISSUES IN U.S. NATIONAL SECURITY POLICY
(Spring)

An examination of a number of critical issues in U.S. national security policy. The course will begin with a general introduction as to how to think about U.S. national security problems. It will then look at specific issues involving: strategic nuclear forces; the United States, Europe, and the NATO alliance; strategy in Southwest Asia; and U.S. security interests in East Asia. It will conclude with a discussion of future issues and problems.

**FOREIGN AREA AND COMPARATIVE
DEFENSE STUDIES**
(340-359)

340 STRATEGIC IMPORTANCE OF THE MEDITERRANEAN BASIN
(Spring)

This course will examine the Mediterranean Basin in terms of the Mediterranean Sea, the littoral states, sea and air routes of communication, law of the sea, and seapower. Historical relationships and present-day conflicts will be analyzed, such as those involving Greece, Turkey, and Cyprus; and Spain, Great Britain, and Gibraltar. Rights of navigation in the Strait of Gibraltar, the Turkish Straits, and the Suez Canal will be examined. The limitations of military power in the Mediterranean, and the impact of these limitations on U.S. national security interests from now until the end of the century will be considered.

**341A AFRICA SOUTH OF THE SAHARA: BACKGROUND
TO CONTEMPORARY ISSUES**

An examination of key elements of the African socio-political environment with primary focus on basic geographical, ethnic, historical, and cultural forces influencing contemporary issues. The course seeks to provide the necessary concepts and basic data for analyzing contemporary issues and determining the significance of these issues for U.S. national security interests and policy concerns.

**341B AFRICA SOUTH OF THE SAHARA: CONTEMPORARY
ISSUES AND NATIONAL SECURITY INTERESTS**
(Spring)

The course identifies and appraises U.S. national security issues and concerns in Sub-Saharan Africa within the context of contemporary policy issues. These issues range from a consideration of communist activities in Africa and the appropriate U.S. policy response, to a consideration of

political instability and conflict in southern Africa, and whether or not U.S. policy approaches serve long-term security interests. The course attempts to examine and evaluate U.S. policies on these and a variety of other security issues in Africa. The African perspective on these issues will receive major emphasis.

342 ARMED FORCES OF THE SOVIET UNION
(Fall)

An examination of the historical roots of the Soviet armed forces, their evolution, structure, organization, and roles and missions. Particular attention will be given to the economic and demographic base of the armed forces and their relationship to the Soviet leadership and Soviet society.

343 SOVIET MILITARY DOCTRINE, STRATEGY, AND OPERATIONS
(Spring)

An examination of Soviet military thought, strategic nuclear and combined arms doctrine, strategy, and operations. Emphasis will be placed on the Soviet approach to nuclear deterrence and warfighting, and to the Soviet conceptual framework for the employment of armed forces within a theater of operations. *Prerequisites:* Armed Forces of the Soviet Union or permission of the Course Director.

344 COMPARATIVE DEFENSE POLICY AND STRATEGY
(Fall)

A systematic comparative examination of the defense policies and strategies of selected countries critical to U.S. security interests. The course will focus on the content of defense policies and strategies, factors influencing their development, and the processes of defense decisionmaking.

345 THE CONTEMPORARY MIDDLE EAST AND NORTH AFRICA: SOCIO-POLITICAL CONTEXT
(Fall)

An assessment of situational factors—i.e., history, religion, cultural pluralism, ideology, nationalism, social stratification, and political style—which affect the domestic and foreign policies of the countries of the Middle East and limit the influence of outside powers.

346 THE CONTEMPORARY MIDDLE EAST AND NORTH AFRICA: CONFLICT AND COMPETITION
(Spring)

An examination of patterns of violence and competition in the Middle East and North Africa which focuses on internal, regional, and global conflicts and the interrelationships among them. *Prerequisite:* The Contemporary Middle East and North Africa: Socio-political Context or permission from the Course Director.

347 EASTERN EUROPE AND U.S. INTERESTS
(Fall)

An examination of selected developments in Eastern Europe since World War II and the implications of these developments for U.S. policy. The course will focus on the domestic, foreign, and defense policies of Eastern European states, their bilateral relations with the USSR and the United States, and the role of Soviet-dominated multilateral regional organizations. Particular attention will be given to East European deviations from the Soviet model and their implication for U.S. interests.

348A LATIN AMERICA AND U.S. INTERESTS
(Fall)

- ✓ An examination of the subregions, selected countries, and U.S. interests in Latin America. The focus of the course will be on the nature of U.S. interests in the region, factors influencing regional states' domestic, foreign, and defense policies, the implications of these policies for U.S. interests, and U.S. policy requirements.

348B LATIN AMERICA AND U.S. INTERESTS
(Spring)

An examination of the evolution of United States-Latin American relations. The focus of the course will be on U.S. policies toward Latin America and Latin American responses. Particular attention will be devoted to political forces operating in the region and their implications for U.S. interests.

349 NORTHEAST ASIA AND U.S. INTERESTS
(Spring)

An examination of Northeast Asia and U.S. interests. The focus of the course will be on the nature of U.S. interests in the region, factors influencing regional states' domestic, foreign, and defense policies, the implications of these policies for U.S. interests, and U.S. policy requirements. Particular attention will be devoted to Soviet interests and influences in the region and to Japan's role and policies.

350 PEOPLE'S REPUBLIC OF CHINA
(Fall)

An introduction to the People's Republic of China (PRC) and its domestic, foreign, and defense policy. The focus of the course will be on the nature of U.S. interests as they relate to the People's Republic, factors influencing the PRC's domestic, foreign, and defense policy, and their implications for U.S. interests and U.S. policy requirements.

351 SOUTH AND SOUTHEAST ASIA AND U.S. INTERESTS
(Spring)

An examination of the subregions, selected countries, and U.S. interests in South and Southeast Asia. The focus of the course will be on the nature of U.S. interests, factors influencing regional states' domestic, foreign, and defense policies, and the implications of these policies for U.S. interests and U.S. policy requirements.

352 THE SOVIET UNION; DOMESTIC FACTORS:
(Fall)

An examination of the political system of the Soviet Union and its operation. The focus of the course will be on the Communist Party and the Soviet political system, Soviet domestic policies, and factors influencing their development. Particular attention will be paid to Soviet domestic problems, efforts to resolve them, and their implications for U.S. policy.

353 THE SOVIET UNION: FOREIGN POLICY
(Spring)

An examination of current Soviet foreign policy. The focus of the course will be on the content of current Soviet foreign policy, factors influencing its development, and the policy formulation process. Particular emphasis will be given to the Soviets' conduct of diplomacy and to the implications of Soviet policies for U.S. interests.

354 WESTERN EUROPE AND U.S. INTERESTS
(Spring)

An issue-oriented examination of U.S.-West European relations. The focus of the course will be on issues arising out of European political and economic developments, NATO and the Atlantic Alliance, the European Communities, the factors that influence them, and their implications for U.S. security interests and policy.

355 NON-SOVIET WARSAW PACT MILITARY FORCES
(Spring)

An examination of the Warsaw Pact as an organization for coalition warfare and the organization, capabilities, and doctrine of the non-Soviet Warsaw Pact militaries. Each of the countries—East Germany, Poland, Czechoslovakia, Hungary, Romania, and Bulgaria—is examined in detail. In addition, there is a review of some of the collective activities of the Warsaw Pact, such as military exercises.

**U.S. POLICIES, DOMESTIC PROCESSES,
AND POLICY FORMULATION**
(360-373)

360 ETHICS, THE PUBLIC SERVANT, AND WAR
(Fall and Spring)

An examination of the nature and scope of morality, the moral dimensions of public service, and the morality of war. Beginning with a consideration of classic moral theories, the course will move to the application of these theories to professional problems such as careerism, whistleblowing, conflicts of interest, developing ethical codes, nuclear war, and individual responsibilities in war.

361 INTELLIGENCE AND THE NATIONAL SECURITY PROCESS
(Fall and Spring)

A survey course examination of the structure of the U.S. intelligence community, its development, and functioning of the requirements, tasking, collection, production, and exploitation phases of the intelligence cycle. The focus of the course will be on the role of intelligence on decisionmaking and the problem of changing and competing intelligence requirements.

362 COMMUNICATION, INFORMATION, THE MEDIA, AND NATIONAL SECURITY
(Fall and Spring)

An examination of the juncture where public affairs of the national security apparatus meets the media and its meaning in terms of national security policy. The course includes discussions with leading media participants and public affairs officials of the executive branch. Some emphasis is given to the international role of information, both Soviet and U.S.

364 CREATIVITY AND INNOVATION
(Fall and Spring)

An introduction to the nature, role, and cultivation of creative thinking and innovation. The focus of the course will be to encourage innovative approaches to work and life and to provide the opportunity to think creatively and benefit from the creativity of others.

365 AMERICAN DECISIONS FOR WAR
(Fall)

A survey of U.S. decisions for war from 1812 to Vietnam. This course highlights the policy relevance of similarities and differences in past decisions for war with particular attention to the views of key executive and legislative branch decisionmakers against the background of likely future war scenarios.

366 NATIONAL SECURITY ISSUES: PARTICIPANTS' PERSPECTIVES
(Spring)

This is a group tutorial designed to provide a forum for systematic reading and discussion of recently published memoirs by former Presidents, National Security Advisers, Secretaries of State, and other key policy officials. Concentrates on the Nixon and Carter administrations with emphasis on organizing for foreign policy, Soviet relations and SALT, the opening to China, Middle East diplomacy from the shuttle to Camp David, Watergate, the Iranian hostage crisis, and other key events.

367 U.S. SECURITY COMMITMENTS
(Spring)

Focuses on the strength and characteristics of contemporary U.S. security commitments around the globe, with emphasis on nontraditional allies in the developing world. Recent developments in both the geographical and

functional pattern of U.S. commitments are surveyed, with opportunities provided for student consideration on the countries of particular interest to them.

**368 NATIONAL SECURITY IMPLICATIONS OF THE ROAD
 TO THE WHITE HOUSE
 (Fall)**

Examines the impact of campaign and elective politics in the making of U.S. strategy and defense policy. Emphasis is on the nature of democratic elections and how to develop strategy effectively in a democratic political system. Course focuses on the changing nature of American politics, the stages of presidential campaigns, congressional elections, and proposed reforms of the presidential selection process.

**369 THE PRESIDENCY AND NATIONAL SECURITY
 (Fall)**

An examination of the contributions of the President and presidential institutions to U.S. defense policy. Emphasis is on the organization of the modern presidency as both a political institution and social system. Topics to be covered include presidential policy relationships with Congress, DOD, JCS, press and public, presidential powers, presidential personalities and characters, and reform of the presidency.

**370 CONGRESS AND NATIONAL SECURITY
 (Spring)**

This course emphasizes the distinctive characteristics of Congress as a political institution, and examines how these traits impact on national security policy formulation. It will cover structural aspects (committees, party organizations, procedures, the budget process), decisionmaking, policy relationships, and major issues. The purpose of the course is to learn about and experience the congressional environment.

**372 THE NATIONAL SECURITY AGENCY
 (Fall and Spring)**

A detailed examination of Signal Intelligence (SIGINT) and Communications Security (COMSEC) as conducted worldwide by the National Security Agency/Central Security Service and its military service cryptologic elements, on behalf of both national and military command authorities. The SIGINT portion of the course will include SIGINT targets, methods, assets, deployments, collection and processing technologies, requirements and reporting mechanisms, and support to military operations. The COMSEC portion focuses on foreign threats to and successes against U.S. communications; and U.S. code, encryption cipher, and technologies and devices. (Compartmented security clearance required.)

**373 THE LEADERSHIP OF LARGE AND COMPLEX
 ORGANIZATIONS:
 (Fall)**

A conceptual and practical examination of leadership challenges facing leaders of large (in excess of 1,000 personnel) and complex (agency, service,

joint, and international divisions and staffs) organizations where the leader cannot be in close contact with all his subordinates and/or cannot be knowledgeable of the details of the many diverse issues for which he is responsible. Course examines military, agency, and business leadership experiences and issues.

ARMED FORCES STAFF COLLEGE ELECTIVE COURSE DESCRIPTIONS

ARMS CONTROL AND THE MILITARY PLANNER (7S01)

The day has passed when the military planner could reject all arms control and disarmament (AC&D) efforts as basically unmilitary and not worthy of consideration. This course gives the student an understanding of this reality and the possible AC&D-related actions to consider in future assignments. The course covers AC&D developments from historical origins to the present, with emphasis on the relationship to current international politics and military implications. The potential impact of future AC&D negotiations and the strategies and objectives of nuclear warfare are also discussed. The elective is organized into lectures with discussion periods.

THE COMMANDER AND THE MEDIA SEMINAR (7S02)

Experience is the best teacher for dealing with the news media. The student receives that experience playing the role of a commander in a number of typical and realistic news interview situations. Community power groups, press history and theory, and press law are also covered. Sessions consist of six hours of lectures and seven hours of television workshops and critiques.

ADVANCED PROBLEM-SOLVING TECHNIQUES (TOPIC: COUNTERTERRORISM) (7S03)

The course explains the nature of creative thinking and gives opportunities to practice its application in the problem-solving process. Students form small groups to pursue solutions to the problem of terrorism. They receive brief lectures and numerous practical exercises that teach about creative thinking and how to achieve innovative results during problem-solving. The work in this elective complements the problem-solving involved in the preparation of writing exercises, joint planning problems, and staff action papers.

FOREIGN POLICY SEMINAR (7S04)

The seminar is designed to give basic familiarity with the foreign policy process in the U.S. Government, with emphasis on various approaches to foreign policy formulation. Instruction includes lectures by the International Affairs Adviser, readings, seminar discussions, and oral presentations by selected students.

LAW FOR THE COMMANDER (7S05)

The seminar is designed to cover current military law issues and problems faced by commanders and staff officers. This course discusses areas of jurisdiction, nonjudicial punishment, courts-martial, search and seizure, sentencing philosophy, legal ethics, posttrial review, command influence, and future trends in military justice. Administrative discharge systems of the Services are also discussed. Particular emphasis is placed on the role of the commander as convening authority. The international law aspects of armed conflict, relations with foreign governments, and the legal ramifications of joint planning procedures are covered. Various administrative law topics are presented, with emphasis on practical problems faced by the commander.

Areas of interest include litigation against the commander, sex discrimination, environmental law problems, and First Amendment problems, such as demonstrations and literature distribution.

LEADERSHIP SYMPOSIUM

(7S06)

This course consists of faculty/student-led group discussions, individual presentations, and analysis of selected readings. A field trip is made to the MacArthur Memorial.

TOASTMASTERS INTERNATIONAL

(7S07)

This course offers a structured program to develop or improve oral communication skills. Participants join in the AFSC chapter of Toastmasters International. During the twelve two-hour sessions, members present prepared and impromptu speeches, evaluate other speakers, and participate in club meetings.

NEGOTIATING SKILLS

(7S08)

This course explains the fundamentals of negotiations, introduces a variety of negotiating strategies and tactics, and provides students with opportunities to practice these skills in simulated conflict situations.

QUANTITATIVE DECISIONMAKING

(7S09)

This course is an introduction to fundamental decision models, quantitative methods of decisionmaking, and the application of computers to decisionmaking. It aims toward application rather than theory and shows the student how to develop the necessary foundation from which to use the computer as an aid in decisionmaking. Some topics of computer programming in BASIC are covered, but programming experience or knowledge is not a prerequisite. Linear programming, transportation and cueing models, plus various other subjects are included.

MILITARY HISTORY SEMINAR

(7S10)

This course gives students the opportunity to study the general history of military alliances and coalition warfare. Through lectures, student presentations, and seminar discussion, it examines the consequences of military alliances and the effects of coalition warfare, with special emphasis on conflicts in which the United States has participated.

CIVILIAN PERSONNEL MANAGEMENT

(7S11)

This seminar is designed to give DOD managers a working knowledge of the practical application of trends in managing civilian personnel and equal employment programs. The course consists of lectures and discussions led by local senior civilian and military managers.

AREA STUDIES SEMINAR

(7S12)

Two geographic areas are examined to familiarize the student with current regional political and military issues. A student may select either Track I (Middle East/South Asia) or Track II (Latin America), depending on

individual preference. Each student is required to give one 20-to-30-minute oral presentation and complete the required readings. Approximately ten hours of class time are devoted to student preparation outside of class and twelve hours in class (two hours per session) to seminar discussion. Tracks I and II meet together. This elective is primarily for the student who is not familiar with one of the geopolitical regions and wants to learn more about current regional security issues. Regional experts, however, such as foreign specialists, attaches, and former embassy personnel, are also encouraged to sign up, since their experience can contribute significantly to the seminar discussions and the learning process. This course is particularly valuable to students anticipating assignment to joint/command staff or overseas missions.

ENGLISH FOR NON-NATIVE SPEAKERS (7S30)

The course consists of four formal classroom sessions, as well as various informal meetings with the instructor. The classroom sessions deal with English sentence and paragraph structure, the punctuation of American English, the preparation and development of a formal English research paper, and documentation of a formal English research paper. These sessions are designed to concentrate specifically on those aspects of written English likely to cause difficulties for even the most advanced students. In conjunction with these sessions, each student is encouraged to meet individually with the instructor for help with the various written assignments which are a part of the AFSC curriculum, in particular the Major Writing Exercise. Individual help may also be provided on aspects of English other than formal written discourse.

LANGUAGE HEADSTART (GERMAN) (7S31)

The course requires from 30 to 100 hours to complete. It uses nine printed modules with corresponding cassette tapes, glossaries, and guides. It is completely self-instructional and requires study outside of schedule activities.

FINANCIAL PLANNING (7S32)

The course is designed to assist military personnel and their families in understanding the need for adequate financial planning and to introduce them to various financial planning techniques. This is achieved through a series of three two-hour voluntary lecture/discussion seminars. The seminars are held at night and presented by a Certified Public Accountant. The themes of the seminars are income tax planning, investment planning, and estate planning.

CPR TRAINING (7S33)

The course requires four hours to complete. It includes the Red Cross First Aid module "CPR: Race for Life," demonstrations of CPR techniques by a qualified instructor, and individual practical application on CPR manikins.

FAMILY LIFE SEMINAR (7S34)

This elective is organized into lectures, discussions, and student presentations to provide insight into the resources available to strengthen

the family units. For maximum benefit, it is preferable that both husband and wife attend and participate. The course covers approximately 24 hours of classroom time. A number of books, pamphlets, and articles are suggested as supplemental reading.

RAPID READING COURSE

(7S35)

The course, consisting of six hours of instructional contact time, is designed to increase the student's reading rates through discussion of rapid reading methods and analysis of major reading problems. The course is not a speedreading course. It strives to establish an efficient reading rate, combining speed of reading, comprehension, and flexibility to make reading an effective tool for learning and enjoyment.

STRESS MANAGEMENT

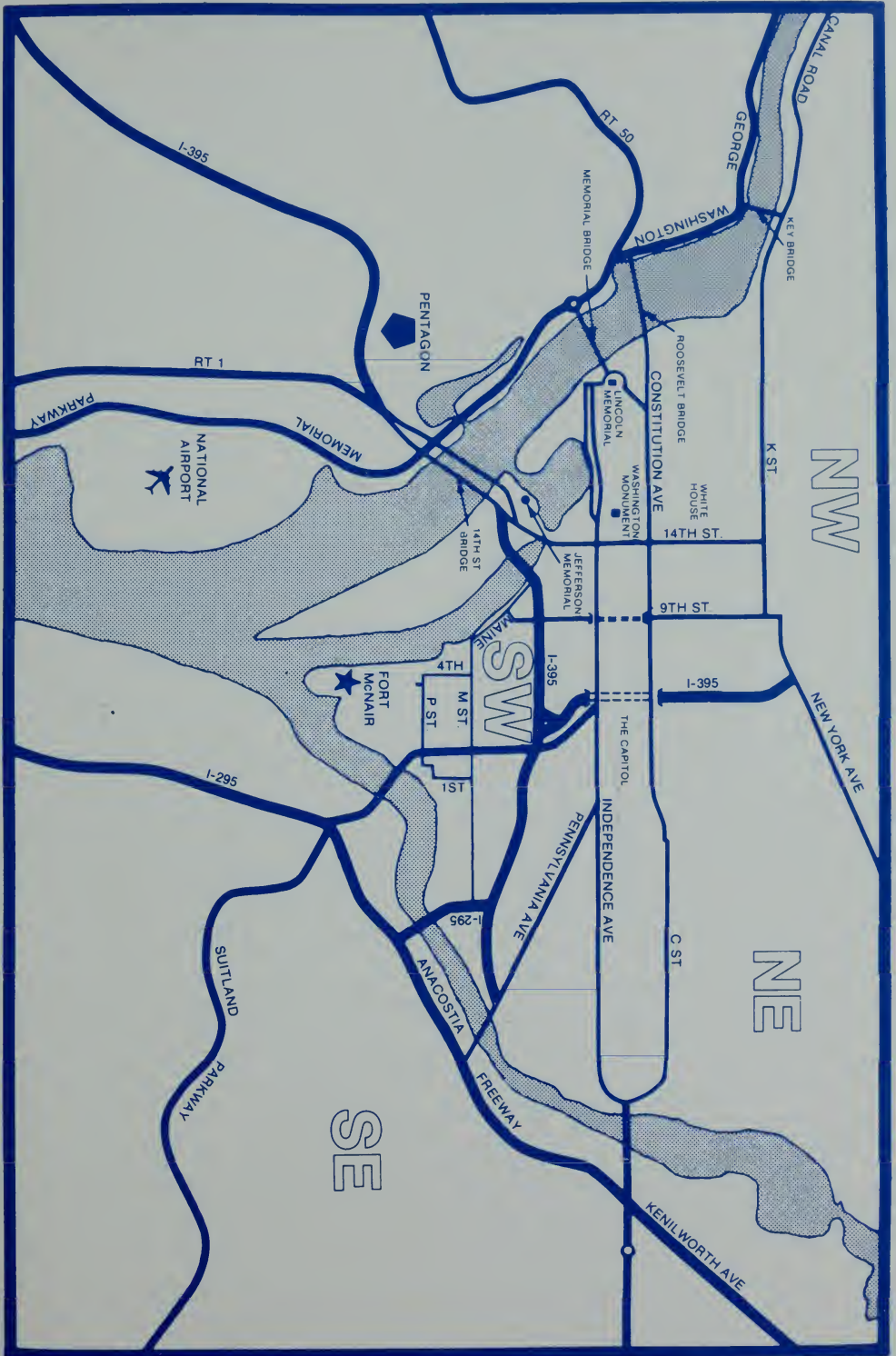
(7S36)

The course is designed to give students an understanding of the factors involved in stress. Using videotapes, audiotapes, and workbooks, participants are guided through its physical and mental signals. The students are then taught mental and physical exercises to relieve stress.

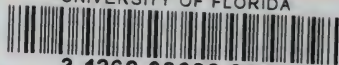
CALENDAR OF EVENTS

Academic Year 1984-1985

6 August	Beginning of academic year: Class of 1985 (Industrial College of the Armed Forces and National War College)
13 August	Beginning of academic program: Class 76 (Armed Forces Staff College)
23-24 August	NDU/NDU Foundation Space Symposium
15 November	Meeting of NDU Board of Visitors
21 December to 3 January	Holiday recess for students
18 January	Graduation, Class 76 (AFSC)
4 February	Beginning of academic program: Class 77 (AFSC)
1 April	Capstone Course commences
15-16 April	NATO Symposium
20 April - 4 May	NWC/ICAF Overseas Field Studies
24 May	Capstone Course Graduation
4 June	Graduation (NWC)
6 June	Graduation (ICAF)
28 June	Graduation, Class of 77 (AFSC)



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